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ABSTRACT

This document is Part II of an extensive cross-cultural project which investigated the socialization patterns of children into the compliance systems of society, and focuses upon aggressive behavior and compliant relationships, particularly in the school. Students were selected from comparable grade levels in six countries - Denmark, Greece, India, Italy, Japan, and the United States. Issues discussed in this document are: (1) perceptions of societal norms on justice or wrongness in the regulation of interpersonal aggression varying by sex of aggressor and victim; and (2) overt compliant or non-compliant behavior in the classroom as evidenced by peer ratings of behavior. Data were gathered by semistructured projective pictures, peer nominations, and interviews. Data were analyzed in terms of sampling variations in demographic variables on psychological variables. Some general finds are that: (1) social class appears to be the most influential variable for positive ratings while sex is most influential for negative ratings; (2) girls exhibit less negative behavior except in India; (3) middle class children are more compliant in the classroom in all countries except India; and (4) both positive and negative ratings are generally unaffected by age. (CJ)

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FINAL REPORT
Project No. 2947
Contract No. OE 5-10-219

AUTHORITY, RULES, AND AGGRESSION

A CROSS NATIONAL STUDY
OF CHILDREN'S JUDGMENTS OF THE JUSTICE
OF AGGRESSIVE CONFRONTATIONS

PART II

UNIVERSITY OF CHICAGO
CHICAGO, ILLINOIS

Subcontract

UNIVERSITY OF ILLINOIS
URBANA, ILLINOIS

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AUTHORITY, RULES AND AGGRESSION

A CROSS-NATIONAL STUDY OF CHILDREN'S JUDGEMENTS OF THE JUSTICE OF AGGRESSIVE CONFRONTATIONS

PART II

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University of Chicago
Chicago, Illinois
October 1970

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Bureau of Research

Foreword

As stated in Part I of this report "Authority, Rules and Aggression" by Robert D. Hess and June L. Tapp, the initial planning of this study stemmed from informal discussions during a cross-national conference on the education of children and adolescents at the University of Chicago. We together with R. D. Hess acted as the cross-national investigators for the overall project.

Part I of the report, submitted March 1969, presents results from a questionnaire entitled Your Ideas About People and Rules (YIAPR) given to the children to assess their attitudes concerning authority figures and rules. This questionnaire was an expanded and extensively revised version of an earlier one used in previous research on political socialization (Hess and Torney 1967).

Part II primarily presents an analysis of children's responses to a series of pictures depicting aggressive confrontations between children and adults or between children (Picture Aggression Ratings). Also this volume reports the results of children's responses to a series of questions concerning the classroom behavior of their peers (Peer Nomination Inventory). Both of these instruments are revised versions of similar measures used by Leigh Minturn in previous research (Minturn 1967, Minturn and Lewis, 1968).

In addition, Part II includes an analysis of children's responses to an interview concerning their ideas about the consistency and enforcement of rules, the inevitability of detection, punishment for rule violation. This interview is based on one primarily designed by June L. Tapp.

All instruments used in this cross-national research project were revised and modified during the course of two pilot studies and at two conferences of national and senior investigators in Milan, Italy (1965) and Athens, Greece (1966). In addition to cross-national pilot studies and conferences, a Field Manual was written to insure cross-cultural comparability. The pilot work as well as the general field and analytical procedures are described briefly in the Methodology chapter.

This research effort represents the work of many people, including children and school officials who were kind enough to let us come into the classrooms to collect our data. The cooperating investigators in each of the participating countries were:

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The analysis of the data for both Parts I and II was carried out at the University of Chicago under the direction of June L. Tapp, assisted by Leigh Minturn, who spent the year in Chicago, on leave from the Urbana campus of the University of Illinois in order to participate more closely at this crucial stage of the research. During the year of the data analysis Robert D. Hess was on leave from the University of Chicago to the Institute for Advanced Studies at Stanford. He returned to Chicago several times during the year for conferences on the data analysis. The authors are particularly grateful to Dr. Darrel R. Bock and Dr. David E. Wiley of the University of Chicago for their assistance in helping us develop appropriate statistical analyses and programming necessary for a project of this scope (Wiley and Bock, 1967).

The editing and compilation of this volume was done by Leigh Minturn at the University of Colorado. Dr. Minturn wishes to express gratitude to her typists, Colleen Glenn and Aileene Sparling, and her secretary, Jean Brown, and Dr. Tapp to her secretary, Brenda Smith, for their assistance in preparing the final version of this volume.

We are especially grateful for the support provided by both the University of Colorado and the American Bar Foundation in the final stages of the project.

To the Tapp girls, Kami and Mara, we are appreciative of their willingness to let us try our ideas on them. Finally, we wish to thank the many children of the world whose responses are the substance of this text. Without them, there would have been no project.

Leigh Minturn
June L. Tapp

October 31, 1970
University of Colorado
American Bar Foundation and University of Chicago

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THE ASSESSMENT OF AGGRESSION:

A REVIEW OF RELATED RESEARCH

by June L. Tapp
with the assistance of Felice J. Levine

The term aggressive behavior characteristically is viewed as an attempt to hurt or injure someone. The attempt may issue from an individual or group, in either instance, society develops policies and techniques as well as sets standards to control overt expressions. Historical concern about the regulation and modification of such behavior has resulted in the social sciences devoting substantial intellectual and economic resources to its study at both the basic and applied levels. Research interest on the topic covers a range of issues from whether aggression is innate or learned to determining equivalencies between diverse behaviors such as physical aggression, hostile verbalization, or passive resistance. Extensive statements as well as excellent reviews of the major theoretical, methodological, and empirical efforts are readily available (e.g., Bandura & Walters, 1959, 1963a, 1963b; Berkowitz, 1962, 1965; Buss, 1961; Dollard, Doob, Miller, Mowrer, & Sears, 1939; Feshbach, 1970; Whiting & Child, 1953; Zigler & Child, 1969). The purpose of this chapter is less encompassing. Rather it is designed 1) to review the theoretical and methodological traditions of the projective and peer nomination sociometric instruments used in the present study, 2) to review the empirical findings on the status, role, action, and sex norms governing the expressions of aggression, and 3) to review research comparing sex, age, social class, and cultural differences both in the norms and overt expressions of aggression.

Background of Instruments

Picture Aggression Rating (PAR)

The Picture Aggression Rating builds upon a comprehensive body of research utilizing projective techniques to measure fantasy aggression (e.g., Feshbach, 1955; Jensen, 1957; Lesser, 1958; Mussen & Naylor, 1954). It is a direct descendant of the Thematic Apperception Test (TAT) originally developed as a clinical tool by Murray (1943) for personality assessment; aggression is only one of the needs measured by this instrument. Buss' The Psychology of Aggression (1961) includes a particularly noteworthy review and evaluation of the utility of the TAT projective technique and its variants for measurement of aggression (e.g., Kagan, 1956; Lesser, 1957).

These pictorial methods have been employed in a wide variety of non-experimental studies exploring the relationship between TAT aggression and aggressiveness as measured by athletic activity (Husman, 1955), self-ratings (Davids, Henry, McArthur, & McNamara, 1955; Lindzey & Tejessey, 1956), teacher evaluations (Jensen, 1957; Kagan, 1956), supervisor or counselor ratings in institutionalized settings (Miller, 1953; Mussen & Naylor, 1954), and so forth. In experimental contexts, TAT-type devices have been used to measure changes that occur under laboratory conditions. For example, Feshbach (1955) administered TAT cards to insulted and non-insulted groups, Buss and Foliart (1958) after aggressive role-play, and Lindzey and Kalnins (1958) before and after the experience of failure.

Also experimental research has studied the impact of fantasy projective techniques on subsequent aggressive behavior (Berkowitz, 1960; Feshbach, 1955; Hornberger, 1959). These investigations (e.g., Berkowitz, 1960, 1962, 1964; Berkowitz & Geen, 1966, 1967; Buss, 1961, 1963; Feshbach, 1955, 1956, 1961) aim at determining the cathartic, inhibiting, and inducing effects on subsequent aggression of such fantasy experiences as TAT-type cards, films, or doll play. Berkowitz and Geen (1966; 1967) found that provoked subjects viewing a nonaggressive film demonstrated less aggression subsequently than those who saw an aggressive film. However, more importantly, if the aggression was depicted as justified, subjects exhibited less subsequent aggression than if the filmed aggression was unjustified.

Another example of this genre is the work of Feshbach (1955) who reported a reduction in aggression among angered subjects, permitted to express hostility in TAT-type stories. The fact that the cards were initially developed to measure individual, not group, differences might explain Feshbach's (1955) failure to obtain aggressive stories from some angered subjects in response to TAT stimuli. Also, as far back as Bellak (1944), TAT cards were found to vary in "card pull" for aggressive stories. Auld, Eron and Laffal (1955) noted that only three TAT cards elicited aggression with sufficient frequency to permit scaling. As Buss reminded researchers in 1961 (p. 151), the TAT is an "omnibus instrument, designed to yield information about a wide variety of behavior."

While cognizant of some of these methodological problems, Minturn (1967; 1968; 1969) in the initial development of the PAR instrument was heavily influenced by earlier pictorial projective devices used for both the assessment and inducement of aggression. Like Kagan (1956) and Lesser (1957), however, Minturn aimed at refining TAT-type pictures to obtain a more reliable measure of aggression. She designed a set of stimulus pictures specifically to elicit aggressive themes. From a base of 166 pictures, Minturn devised a set that could be sorted out reliably along the dimensions of aggressiveness, disturbingness, humourousness, and justice. These pictures with defined, less ambiguous characterizations "can be used for experimental work where accurate prediction of group reactions, rather than analysis of the subtleties of individual differences, is required [Minturn, 1967, p. 99]." Also, Minturn (1967) and in subsequent work with Lewis (1968b) found that scale ratings of the pictures yielded the same information as stories and thus provided a valid metric. This further refinement, embodied in the PAR instrument utilized in the present cross-national study, represents an important improvement because the more structured method is simpler to administer, less expensive to analyze, and more adaptable to different cultural settings.

Peer Nomination Inventory (PNI)

The Peer Nomination Inventory, like the PAR, builds upon previous research on aggression (e.g., Eron, Laulicht, & Walder, 1956; Lesser, 1959; Minturn & Lewis, 1968a, Walder, Abelson, Eron, Banta, & Laulicht, 1961; Wiggins & Winder, 1961). This sociometric measure is an extension and modification of the Peer-Rate Index of Aggression developed by the Rip Van Winkle Research Group (Walder et al., 1961). The basic premise of sociometrics is that peers provide good sources of information about the aggressive behavior of their age associates. Following the tradition of Hartshorne, May, and Maller's (1929) "Guess Who" test and more recently Tuddenham's (1952) "Reputation Test," the Index poses a series of questions to children about each other in everyday exchanges. For example, "Who starts a fight over nothing?" and "Who takes the other children's things without asking?" are respectively physical and acquisitive aggressive items.

Recent studies demonstrate the construct validity of this peer nomination sociometric device and related permutations (Feshbach, 1970; Flavell & Hill, 1969; Kagan, 1956; Lesser, 1957; Patterson, 1967; Williams, Meyerson, & Eron, 1967). For example, Lesser's (1952) earlier research demonstrated a positive relationship between peer ratings of aggression and parental rejection. In a later report, his investigation (Lesser, 1957) showed a significant positive relationship between peer ratings and fantasy aggression for children of permissive mothers and a significant negative correlation for children of restrictive mothers. Another of his studies (1959), on the relationship between various forms of aggression and popularity among lower class fifth and sixth grade children, indicated that physical aggression (e.g., hits back if someone hits him first) was approved peer behavior while indirect aggression (e.g., tattling to the teacher) received the least social support. More recent work by Eron, Walder, Toigo, and Lefkowitz (1963) showed that peer ratings of aggression were highest when parents reported using physical punishment. The most direct test of the validity of the Peer-Rate Index, however, was executed by Williams, Meyerson, and Eron (1967). They found eight year old children rated high in aggression by peers made more frequent, intense, and longer lasting aggressive responses than did children rated low by peers. They concluded that "It is possible, therefore, to identify high- and low-aggressive children by a simple, practical, and economic 'Guess Who' procedure [Williams et al., 1967, p. 189]." The PNI provides the present investigators with just such a technique.

Norms of Aggression

More than assessing aggressive feelings toward various forms of overt aggressive exchange between individuals, the PAR fantasy projective instrument in an important sense measures the internalized social norms of appropriate interpersonal behavior. As Berkowitz (1962, p. 88) stressed, "If a person has developed extremely strong inhibitons against expressing aggression, he is not likely to express hostility readily either in fantasy tasks or in 'real life'." Therefore, subjects' reactions to projective stimuli are more likely also to reveal internalized normative standards governing their aggressive fantasies. Berkowitz's chapter on "The Inhibition of Aggressive Acts" in Aggression: A Social Psychological Analysis (1962) is perhaps the most comprehensive, informative, and insightful review on the relationship between internalized norms and aggressive expressions. In his own studies on film violence, which heavily influenced the present investigators' research, viewers felt freer to aggress against an annoying experimenter if the filmed aggression was presented as justified (Berkowitz, Corwin, & Heironimus, 1963; Berkowitz & Geen, 1966; Berkowitz & Rawlings, 1963). Similarly other researchers investigated the conditions which may affect the legitimacy or justification of aggression (e.g., Jones, Hester, Farina, & Davis, 1959).

Status and Role Norms

The status and role of the individuals involved in an aggressive exchange appear to be crucial dimensions influencing judgments of legitimacy and rightness of an action. Data gathered in various research settings--summer camp (Lippitt, Polansky, Redl, & Rosen, 1958), junior high school (Graham, Charwat, Honig, & Welty, 1951), college (Cohen, 1955, 1958), and military (Thibaut & Rieken, 1955)--attest to the power of the status norm regarding aggression. In general, aggression by high status persons--either by virtue of formal authority, prestige, or age--acquire more social sanction; punishment, overt anger, or hostility by such figures is more acceptable than the same behavior exhibited by individuals with less status. Berkowitz (1962, p. 77), in depicting the status norm, concluded that, "[F] or any degree of aggression received, siblings, friends, and peers probably would elicit a stronger reaction than would those people in authority who had the power and social right to punish aggression directed against them."

Earlier work by Minturn (1967; 1968) and then with Lewis (1968b) using similar aggressive stimuli pictures yielded supportive findings. In her basic study designed to develop pictures with predictable characteristics, Minturn's (1967) identification of the legitimate status of both the victim and aggressor contained evaluative components. For example, justified aggression was aggression executed by a policeman while unjustified aggression was perpetrated by a burglar. She found that her hypothesized just and unjust exchanges reliably differentiated: Aggression by persons of legitimate authority was judged more justifiable, less aggressive, and less disturbing than aggression by law breakers or deviants. Since Minturn's status dimension included an evaluative, "good guy-bad guy" component, her results may not be attributed solely to social norms justifying authority. Minturn and Lewis' follow-up study on adults and children (1968b) is more dispositive regarding status norms. The picture series administered to children varied parent and child figures as the criteria of just aggression. Adults were administered this series and an additional one which varied police and other non-authority (non-deviant) figures. For example, a picture of a father hitting or scolding a child, Minturn and Lewis called "just" aggression, the equivalent of high status or authority aggression. The ratings clearly indicated that both adults and children viewed "unjust" aggression as most wrong; it was more appropriate for those with higher status to aggress.

Social norms about the differences in the legitimacy of aggression for specific authority figures have not been systematically assessed. However, due to the extensive work studying child rearing antecedents, some information is available about parental authority figures. Sears, Maccoby, and Levin's widely known study (1957) of middle and lower class mothers found that children learn not to aggress against mothers, but to express their aggression only to peers or younger children. Minturn and Lewis' study (1968b), utilizing parent figures, arrived at the same familial norm. Parents evidently transmit standards and expectations which sanction parent aggression toward children but severely condemn child aggression to parents (Bandura, 1960; Bandura & Walters; 1959; Sears, Maccoby, & Levin, 1957).

Research on children's perceptions of appropriate aggressive reactions to policemen and teachers is essentially absent. However, findings extant on adult authority figures and on inter-system support among figures (Hess & Tapp, 1969) suggest that children regard parents, teachers, and policemen similarly on a number of crucial role dimensions, e.g., fairness, affiliation, power to punish. Young children particularly believe that non-compliance (a component of aggressive expression) even to a "wrong" or unjust order by the police figure is untenable (Hess & Torney, 1967). Apparently confrontation, i.e., aggressive exchange, with the police even to challenge injustice is very threatening and generally inhibited. Further, as related in Part I of our study (Hess & Tapp, 1969), although few children reported that they would remain passive in the face of injustice from authority figures including teachers and police, few also advanced the aggressive alternative of "get even." In interaction with these figures, children, especially older ones, may inhibit overt face-to-face aggression but learn to express disruptive sentiments covertly (Buss, 1961; Clausen, 1968).

Sex Norms

A culture also transmits sex-related norms of appropriate behavior with regard to aggression. Excellent comprehensive critiques of research and theory on sex differences are included in Berkowitz (1962), Feshbach (1970), and Maccoby (1966). According to Berkowitz (1962, p. 272), biological differences are probably relatively unimportant in comparison to cultural training where children learn behavior appropriate to their sex. To Sears (1963, 1965) as well as many other investigators (e.g., Kagan & Moss, 1962; Lynn, 1962, 1969; Mischel, 1970), aggression is a key variable defining sex-role behavior. Girls internalize the cultural standard that aggressiveness should be inhibited. Usually, boys are expected and encouraged to be more aggressive while they are also more frequently the recipients of physical punishment. For example, Sears, Maccoby, and Levin (1957) reported that boys displayed more aggressive behavior probably because they were rewarded more for aggression and negativistic behavior. Conversely, girls were praised more for prosocial, compliant behavior and were more often subject to punishment and withdrawal of love for aggression and disobedience, hence girls learned to be more conforming and obedient (Lansky, Crandall, Kagan, & Baker, 1961; Mussen, 1969; Stevenson, 1967). In summary, societal norms are more critical and negative about female aggression in contrast to male aggression; a finding further substantiated through projective techniques. (Minturn, 1967; Minturn & Lewis, 1968b).

In a compilation of the results of approximately thirty studies by Oetzel (1966), boys repeatedly were found to be more aggressive. This finding based on subjects from 2 years of age through adulthood emerged from a variety of settings including observational, rating, experimental, projective, and self report type paradigms. The sex norm inhibiting female aggression appears to have a compelling effect, particularly with regard to the expression of physical aggression. However, as Feshbach (1970, p. 192) reported more indirect (nonphysical) forms of aggression yield a somewhat more variable pattern (e.g., Kagan & Moss, 1962; Sears, 1961).

Furthermore, the sex norm extends beyond the sex of the aggressor to the sex of the victim. In addition to demonstrating that males administered more shocks than females to victims in a learning experiment, Buss' study (1963) of college students also reported that males shocked male victims more than female victims. Male aggression directed at females is generally considered more wrong and less justified than comparable aggression directed at other males, while females are generally required to be unaggressive to both males and females (Taylor & Epstein, 1967). However, Taylor and Epstein's experiment (1967) did not entirely confirm these normative assumptions: While both sexes were reluctant to shock a female opponent, college females were extremely aggressive in response to a male antagonist, arguing that "Any man who behaves in such a manner deserves all the punishment he can get [p. 485]."

Hitting and Scolding Norms

Social norms seem also to sanction various forms of aggressive expression. Graham, Charwat, Honig, and Welty (1951) found that preadolescents had a much more hostile reaction to physical aggression in comparison to verbal attacks. Apparently older subjects felt similarly. Buss (1963) working with college students found a more aggressive response to physical pain than to verbal interference. Studies by Minturn (1967) and Minturn and Lewis (1968b) again yielded consistent results: Physical aggression was judged more wrong, more frightening, more angry, more aggressive, and more disturbing than verbal aggression. Even in exchanges between peers, that is persons of equal status, adults and children rated physical aggression more negatively than verbal aggression. In contrast however, Lesser (1959) found that lower class fifth and sixth grade children were more approving of peers who responded with physical punishment than of those who employed verbal, particularly tattling, techniques.

Demographic Differences in Aggression

Sex

Some differences in aggression for various groupings are so pervasive and predictable that they become identified as a normative group standard. For example, aggression strongly appears to be a sex-typed behavior. It is more appropriate or sanctioned when manifested in one sex--males--than another (Mischel, 1970). The patterns of socializing males and females about the appropriateness of their aggressive behavior so markedly diverge that the differences have come to be viewed as a social norm. Since sex is one of the norms affecting aggression of specific interest in our study, this literature was reviewed in the norms section above. However, other group differences may also strongly condition the acquisition or inhibition of aggressive responses and thereby take on normative characteristics. For example, in the present project the socio-economic status of the aggressor and victim (e.g., butcher, veterinarian) might have been varied to determine the effect of SES norms on legitimizing aggression.

Age

The literature on age changes in aggressive behavior and in attitudes and standards about aggressiveness is sparse and sketchy. A large portion of the work on aggression was done primarily with preschool children. Again Buss (1961) and Feshbach (1970) provide good reviews of what is available on this topic. In part, the difficulty with studying age trends in aggressiveness is exacerbated because there are age differences in the mode of aggressive expression. Goodenough's fundamental study (1931) of children between one and eight years old demonstrated an age decrease in physical punishment with a concomitant increase in scolding, threat, and isolation techniques. As Buss (1961, p. 280) subsequently pointed out, "Physical aggression occurs before verbal aggression simply because the child can make striking responses before he has sufficient command of speech to use it in attack."

While the reviews indicate that research findings are somewhat contradictory, generally aggression seems to increase until adolesence. For example, Crandall, Orleans, Preston, and Rabson (1958) reported that children at age seven exhibited more aggression to peers than children at age four. With age, diffuse rage reactions become more specifically focused into aggressive behavior (Sears et al., 1957) and, although perhaps inhibited in the presence of adults, aggressive actions seem to increase in frequency (Buss, 1961). This is consistent with Baldwin's theory (1955) that at around preadolescence compliance to authority is at a low ebb and the peer group becomes increasingly important: Children demonstrate noncompliance and express their aggressive responses. Also such an age pattern parallels Kohlberg's (1963a; 1963b) and Piaget's (1932) findings that with maturity children exhibit more questioning of adults and do not think authorities' status or power position per se legitimizes their rules.

In addition to the above, there also appears to be some amplification with age in the sex norm of aggression. Jersild and Markey's observational study (1935) on nursery school children found not only that boys were more aggressive, but also that the difference was even greater for older children. Although sex differences emerge as early as age two, with maturity the sex norm may be even more strongly internalized. The review of the sex differences literature reveals, however, that these early learned norms remain crucial factors throughout the life cycle.

Socio-Economic Status

Although there has been substantial research on social class differences in aggression, few definitive statements can be made. Contrary to the commonplace assumption that people from different socio-economic strata learn different attitudes toward aggression, the empirical evidence yields a more complicated picture. This complexity is well conveyed in comprehensive reviews by Hess (1970) and again by Feshbach (1970) and Berkowitz (1962). In summary, the data on class differences in aggressiveness are ambiguous. For example, although Lesser's study (1959) indicated physical punishment was very popular among lower class boys, unjustified aggression received little popularity--no more than would be expected in the middle class. Furthermore, there is no compelling evidence that lower class children are more aggressive than middle class children (Buss, Durkee, & Baer, 1956). While several studies found lower class children more aggressive (e.g., Feagin, 1968; Goldstein, 1955; McKee & Leader, 1955: Stoltz & Smith, 1959), others found greater

Culture

The final demographic background characteristic considered in in the present study is culture. Group differences in aggressive expressions led Sears, Maccoby, and Levin (1958 p. 351) to observe, "All human societies, even all colony-living subhuman primates, have rules to limit the kinds and direction of aggression that may be expressed." Children in all cultures exhibit aggressive behaviors; yet, each culture has a different tolerance for aggressive expressions and its own socializing practices to cope with these overt manifestations (Whiting, 1963; Whiting & Child, 1953). Thus, while there are commonalities in aggression, the patterns reflect cultural variation (Mead, 1935). In reviewing the literature, Zigler and Child (1969) concluded that overt aggression is higher and guilt about it lower in societies that value and reward such behavior. For instance, Biesheuvel's study (1959) of two African groups, one peaceful and the other warlike, revealed that the warlike group utilized frequent, severe physical punishment which reinforced aggressiveness. Lambert, Triandis, and Wolf's work (1959) also demonstrated that societies which employed punitive socialization techniques believed in aggressive, malevolent dieties while societies with benevolent dieties emphasized values of affection and nurturance.

Furthermore, in all societies people distinguish between kinds of authority such as legitimate-illegitimate, feminine-masculine, and benign-malicious. Behavioral adaptation to status figures and values, beliefs, and fantasies about authority, however, may vary with the cultural conditions and the authority (Inkeles & Levinson, 1969). Minturn and Lambert (1964), in Mothers of Six Cultures, hypothesized economic and living arrangements under which children would be more likely to be punished for mother-directed and peer-directed aggression. In cultures where mothers have some economic independence, live in a nuclear family household, and expect children to assist regularly with chores, their status permits them to enforce authority, and children are likely to be punished for mother-directed aggression. Indian women, who have low status, were the most permissive in this regard. Also, consistent with Whiting's study (1959), in societies where families share communal living quarters with relatives and close ties with neighbors, children are likely to be punished for peer-directed aggression. Mothers in the United States encouraged retaliation to peers and were more lenient in their expectations of obedience, while Mexican mothers discouraged aggression and expected prompt obedience.

In contrast to status norms of aggression, there is greater universality in the sex norms among societies. As Mischel (1970, p. 7) succinctly described, "Sex-role stereotypes are pervasive and widely shared within particular cultures, and to some extent across cultures (e.g., D'Andrade, 1966; Whiting & Whiting, 1962)." In six different cultures, Whiting and Child (1962) observed more physical aggression by boys than girls. Barry, Bacon, and Child's cross-cultural survey (1957) of research on sex differences concluded that in the majority of cultures girls are more obedient and nurturant; boys, more self-reliant and achievement oriented. They reported that sex differences are even greater in cultures where physical agility is emphasized (e.g., hunting societies). However, Minturn and Lambert's data (1964) revealed no strong sex difference in mother-directed or peer-directed aggression and concluded that other researchers like Barry, Bacon, and Child may be overestimating male aggressiveness.

While this review has focused on differences among cultures, also subcultural patterns within a society may vary in the reinforcement, expression, and inhibition of aggression. Despite a history of feeling and contemporary tensions, systematic research on subcultural norms of aggression is sparse. For the most part, no clear-cut differences specifically attributable to subculture have been rigorously established. There has been some work in the United States on the relationship between ethnicity (race), social class, and culture in child rearing and learning styles (e.g., Clausen & Williams, 1963; Davis, 1941, 1943; Davis & Havighurst, 1946, 1947). And though subcultural experiences may have an effect, it is less clear whether it is due to chance, heredity, or caste sanction.

Some systematic work by Karon (1964) revealed that caste sanctions affected personality structure sufficiently to account for differential modes of aggressive expression between black and white Americans. Of eleven characteristics, six were directly related to aggression: Basically, though aggression was strong for blacks, it was consciously suppressed or denied. Hess' recent review (1970) of "Class and Ethnic Influences upon Socialization" included further supportive studies on ethnic subcultural patterns. For example, Katz's studies on the effect of race on productivity and interaction (Katz & Cohen, 1962; Katz, Goldston, & Benjamin, 1958). conjectured that blacks performed less well because they feared that competition against a high status person would be considered aggressive. And Mussen (1953) reported that blacks' TAT stories were much more aggressive than whites' stories, although black "aggression seemed more often to take mild (verbal) forms than did aggression in the stories of white boys [Hess, 1970, p. 490]." These findings confirmed the observations of psychoanalytically-oriented social scientists (e.g., Dai, 1948; Kardiner & Ovesey, 1951) that a core problem for black Americans is the handling of aggression. But due to the dearth of specific comparative research, conclusions on subcultural patterns in aggression and the norms of aggression are necessarily restricted.

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Methodology

A. General Statement of the Design of the Study and the Problem of Comparability

by

June Tapp

The design of the study involved a cross-national investigation of the patterns of socialization of children into the compliance systems of society focusing upon aggressive behavior and compliant relationships, particularly in the school. The cross-national design with its comparative data provided an opportunity to determine the universality of patterns of aggression and compliance toward authority. The design of the study involved comparative studies in six countries (seven cultures), selected to provide variations in norms controlling compliant and aggressive behavior. The participating countries were Denmark, Greece, India, Italy, Japan, and the United States--black and white subcultures. In each country elementary age children (grades 4, 6, and 8) in urban areas constituted the research population.

The design had several component parts which assessed: 1) children's orientations and behavior toward authority figures in selected compliance systems; 2) children's conceptions of law and rule; 3) the influences of status, role, and sex on the shaping of compliance and aggressive behavior; 4) children's attitudes toward socially approved and socially disapproved exercises of suthority and/or aggression in equal and non-equal dyads; and 5) the relationship of such attitudes and orientations to non-compliant or aggressive behavior in the classroom and in turn, to the norms of the society. Data was gathered by semistructures projective pictures, peer nominations, interview, and teachers' rating techniques. Only the teacher ratings were not analyzed in the present study. The study design involved examination and analysis of the data in terms of sampling variations in demographic variables--age, sex, social economic status, and ethnicity or nation on psychological variables such as guilt, internalization of norms, and fantasied aggression.

The contribution of any cross-national design is the perspective that comparative data can provide; the problem in any cross-national study is the assurance of comparability in such procedures as instrument development, sampling, data collecting, analysis, and interpretation. The study's built-in intention was to contribute knowledge and theory through basic research and elaborate the implications of these results by sophisticated and stringent comparative studies. Since comparability is a major problem in cross-national research and it is important to encourage the participation of local investigators (Campbell, 1967), a Field Manual was written to deal with the general problem of comparability and cross-national participation (Journal of Social Issues, 1968). In order to accomplish this task most effectively, Field Manuals for cross-national use were written on both pilot studies and the final field study. The aim of the Field Manual was the maintenance of comparability in the administrative procedures, translation techniques, and the collection, preparation, processing, and analysis of the data. The purpose of the Field Manual was to provide participating investigators with complete and explicit descriptions of the aims, orientations, procedures, research populations, instruments, data processing procedures, and analysis of data techniques for the cross-national study of compliance systems. The Field Manual was an explication and detailed reference book for the implementation of the project entitled "Authority, Rules and Aggression: A Cross-national Study of Socialization into Compliance Systems," which forms the basis of this report.

The Field Manual is available on request from the national field investigators, the cross-national investigators, and the U.S. Office of Education. It provides an example of a methodological attempt to deal with the problem of comparability in cross-national research.

The Field Manual contained complete and specific directions for every phase of the compliance study. It contained detailed instructions for such research areas as translation procedures, directions for instrument development, administration of testing, interviewing techniques, data analysis decisions, and so on. It was designed so that each section was a descriptive, discrete unit allowing the investigators easy entry into any phase of the field study. Since each part of the manual was a discrete unit, it was so paginated. In addition to the Field Manual, additional directions and memos were sent at relevant points of the field study; they eventually became part of the Field Manual. The Manual was designed so that additional memos and sections could be entered in the proper section of the Field Manual and numbered consecutively.

The Field Manual contained nine sections: introduction (aims of the study and Field Manual), procedures (directions for securing the research sample, translating the instruments preparing for testing, administering the instruments), preparation for data processing (data preparation and conventions of the study), reliability study, preparation for data processing of reliability, interview descriptions of the aim, sample, content, preparation, administration, and reporting of interview materials), data analysis and reports for cross-national conferences, data analysis and interpretation for the final report (the conservative strategy, instructions for using analysis of variance and means output by instrument, designs for other analyses), and the appendices.

B. Characteristics of the Sample

Subjects were selected from the fourth, sixth, and eighth grade levels in urban schools and urban districts in each of the participating countries. The sex distribution of the sample was approximately 50 per cent male and 50 per cent female. For group-administered instruments, the design specified 100 subjects selected from each grade and socio-economic level for a total sample of 600 children from each participating country. The actual numbers varied somewhat as indicated in the description of the cross-national sample (Table M-1). In order to obtain complete data for the sample size specified, more than the required number were tested.

Insert Table M-1 here

For the individually-administered interview, a ten per cent random sample was drawn from the subjects in each country who took all group-administered instruments. Although the design specified approximately 60 interviews per country except for the U.S. with 120, the numbers varied somewhat as is apparent in the description of the cross-national interview sample (Table M-2). However, all interview samples except Japan were representative. [FN]*

The total United States' sample included two ethnic groups (i.e., black and white). In the U.S., schools relatively homogeneous with respect to ethnicity (white or black) and/or social class were chosen. Ethnicity was determined by visual inspection at each test administration. In ambiguous cases, the classroom teacher was consulted. Children who were neither black nor white

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*[FN: The Japanese interview sample contained only 44 subjects since 6th grade subjects were unavailable. Of these, 25 were upper class children from different residential areas. Therefore, interview data from Japan should be considered bearing these points in mind.]

TABLE M-1

DISTRIBUTION OF CROSS-NATIONAL SAMPLE

Grade	4						6						8					
SES	Low		Sub.	High		Sub.	Low		Sub.	High		Sub.	Low		Sub.	High		Sub.
Sex	G	B	Tot.	G	B	Tot.	G	B	Tot.	G	B	Tot.	G	B	Tot.	G	B	Tot.
Country																		
Greece	56	51	107	45	51	96	56	65	121	45	59	104	52	48	100	51	49	100
India	51	83	134	57	50	107	57	97	154	56	50	106	49	47	96	53	50	103
Italy	83	71	154	51	54	105	53	53	106	51	56	107	60	53	113	51	60	111
Japan	52	51	103	56	53	109	56	54	110	54	50	104	45	54	99	53	53	106
Denmark	78	83	161	58	61	119	83	56	139	72	72	144	64	47	111	55	81	136
U. S. (white)	61	74	135	69	70	139	59	58	117	52	47	99	66	81	147	84	90	174
U. S. (black)	74	75	149	55	34	89	64	74	138	43	31	74	78	60	138	36	30	66
	455	488	943	391	373	764	428	457	385	373	365	738	414	390	804	383	413	796

SES Total		Grade Total			Sex Total		Grand Total
Low	High	4	6	8	Girls	Boys	
328	300	203	225	200	305	323	628
384	316	241	260	199	323	377	700
373	323	259	213	224	349	347	696
312	319	212	214	205	316	315	631
411	399	280	283	247	410	400	810
399	412	274	216	321	391	420	811
425	229	238	212	204	350	304	654
2,632	2,298	1,707	1,623	1,600	2,444	2,486	4,930

TABLE M-2A

DESCRIPTION OF INTERVIEW SAMPLE ACROSS ALL COUNTRIES

GRADE	4				6				8			
SES	LOW		HIGH		LOW		HIGH		LOW		HIGH	
SEX	G	B	G	B	G	B	G	B	G	B	G	B
Country												
Denmark	5	7	4	5	7	3	6	4	5	3	5	4
Greece	5	5	5	5	5	5	5	5	5	5	5	5
India	5	5	5	5	5	5	5	5	5	5	5	5
Italy	5	5	5	5	5	5	5	5	5	5	5	5
Japan	5	4	4	4	0	0	5	5	5	5	4	3
U.S. (white)	6	5	5	5	5	5	5	5	5	5	5	5
U.S. (black)	6	6	5	5	5	6	5	5	5	5	5	5
Total	37	37	33	34	32	29	36	34	35	33	34	32

	GRADE			SES		SEX		GRAND TOTAL
	4	6	8	LOW	HIGH	GIRLS	BOYS	
Country								
Denmark	21	20	17	30	28	32	26	58
Greece	20	20	20	30	30	30	30	60
India	20	20	20	30	30	30	30	60
Italy	20	20	20	30	30	30	30	60
Japan	17	10	17	19	25	21	23	44
U.S. (white)	21	20	20	31	30	31	30	61
U.S. (black)	22	21	20	33	30	31	32	63
Total	141	131	134	203	203	205	201	406

were excluded from the sample. In Italy, the sample was drawn from sex-segregated classrooms; in Greece, the low status grade 8 were also sex-segregated.

Although religion was not analyzed, information on religious affiliation was obtained in all countries but the U.S. Detailed information is available on request from investigators.

Subjects came from two socio-economic levels (status)--high and low--identified by father's occupation and family's place of residence. In cases of father-absent homes, mothers' occupation or place of residence was used. Social class levels were assigned on the basis of reported occupation or investigators' knowledge of the subjects. Since social class is a continuous variable, the distinctions between high SES (semi-professional and professional) and low SES (semi-skilled and unskilled) were also defined by each investigator. Occupations and related educational status designations from the Chicago Tribune Census (CTC) 7-point scale were made available to insure cross-national SES comparability. High status included upper middle class or college educated occupations; low status covered lower to upper lower class or high school or less than high school educated occupations. Examples of high status occupations in the U.S. (semi-professional, professional, executive, managerial) include: owner of a large business, president of a company, teacher, lawyer, doctor, or production engineer. Examples of low status level occupations in the U.S. (skilled, semi-skilled, unskilled) include: day laborer, factory worker, machine operator, cab driver, plumber. In the U.S., children identified and coded fathers' and mothers' occupations on a nine-point scale. In other countries similar adaptations were used. In some versions of the PAR two additional questions that dealt with parental occupation were included. Figure M-1 lists the occupational-SES questions used in the U.S. version of the PAR (see Appendix). Children also wrote a description of parents' occupations in a space at the bottom of the page thus providing an additional check on the SES coding.

In the U.S., the black and white high status samples are not directly comparable. The white high status group was drawn primarily from categories 5, 6, 7--e.g., office manager, doctor, chairman of board. However, due to the difficulty of obtaining a sample of black children from the same schools whose fathers' occupations fell into upper class categories and the difference in the meaning of middle and upper class in black society, some "middle class" black families were included in the high level group, e.g., categories 3 and 4--policemen, salesmen, and barbers. In other countries where children did not designate father's occupation, the teacher or investigator assigned the the status level on the basis of information on parental occupation and neighborhood. Therefore, depending on the country and situation, social class data was obtained from: 1) Coded categories of first father's, then mother's occupation based in part on the 7-point CTC scale; 2) School and teacher's records; 3) Coded children's descriptions; 4) Classification by house and neighborhood inspection; and 5) Assignment of median SES of the classroom or school to the child. The latter techniques were used on the U.S. black sample only when 40 per cent of the low status children's responses were recorded as "don't know" or "no response." Due to the special difficulties encountered in evaluating SES from children's reports or school records, house ratings by field judges using the CTC house-rating scale were used. They proved reliable: 92 per cent agreement between three raters on 28 cases; pair--wise comparisons of inter-rater reliability was significant at beyond the $p<.01$ level ($X^2 = 180.4$). Moreover, these ratings could be accurately predicted from Census Tract data.

In order to obtain the research population depending on the national educational setup, ministeries of education, school district superintendents or private school head-masters were contacted and the project explained. Once accepted individual principals and teachers were contacted, the project explained again, class lists obtained, and testing schedules arranged. Several weeks before testing began, teachers described the intellectual level and SES composition of the class as well as the school, classroom, and neighborhood. Individual intelligence scores, reading achievement levels, the ratio of male to female teachers, sex of classroom teacher, and other relevant considerations were also recorded. Field investigators varied in the extent of additional information collected and/or analyzed for the present report. For example, in the U.S. IQ scores were obtained from school records for each child and converted into stanine IQ scores for national comparability. Since IQ scores were obtained only for some national samples, IQ was not considered in this cross-national analysis.

To insure the privacy and anonymity and assure confidentiality each child was assigned a code number. This procedure facilitated data processing and provided the guarantee to children that their responses were confidential and unidentifiable by name. At the time of testing, all identifying information except the child's code number was removed from the test booklets. This method reassured the parents, school administrators, and children that the investigator treated the children's responses as privileged communication. Two years after the initiation of the study, all records bearing identifying information beyond the code numbers were destroyed.

C. The Instruments

The design of the study was subsumed under four rubrics: 1) children's conceptions of the compliance system (rules, laws, authority figures, norms of behavior); 2) children's perceptions of norms for aggression; 3) children's behavior exhibited in natural settings (e.g., the home, the classroom); and 4) the relationships between perceptions of the system and overt compliant or non-compliant behavior in the classroom.

The design of the study permitted examination of children's conceptions of the compliance systems, perceptions of authority figures and the friendship circle, attitudes toward interpersonal aggression, and behavior in classroom toward peers and teachers along several theoretical lines. The companion volume (Hess and Tapp) presents the issues represented by the questionnaire "your ideas about people and rules." Two issues are discussed in the present volume.

Perceptions of societal norms on justice or wrongness in the regulation of interpersonal agression which assessed children's responses to "aggression" (i.e., "hitting" and "scolding") between sets of child-adult dyads (i.e., parent-child; policeman-child; teacher-child; child-child) varying systematically by sex of the actor and victim; and Overt compliant or non-compliant behavior in the classroom which revealed adaptations to one major authority system (i.e., the school) as evinced by peer ratings of aggressive and/or cooperative behavior toward peers and the teacher.

The data for the study were collected using group-administered instruments, ratings of a series of pictures, a classroom nomination of compliant and non-compliant behavior and one individually-administered interview schedule. The group instruments were developed, revised, and adapted extensively as a result of two cross-national pilot studies and in full conferences with all investigators. The interview schedule was developed in the U.S. but based on the Athens conference of 1966 decisions about topics relevant to the concepts of the study and questions in the other instruments. The interview was primarily pilot tested in the U.S., although field investigators pretested sample questions before the final field study.

The translation aim for all instruments was cross-national comparability in content, culturally meaningful equivalency of questions, and use of culture-age-, and status-free language and examples. (Equivalency in cultural, linguistic, and behavioral expression was the aim rather than exact translation).

Culture-and age-appropriate examples, informal spoken language and slang were used, if appropriate. Teachers with extensive classroom and community experiences and translators with a colloquial command of both languages were used. The translations were enhanced by use of a series of standard back-translation procedures, full conference discussions, and extensive communications on differences in language or examples. Although final cross-cultural versions were guided by the results of back-translations, pilot studies, and conference decisions, the final determinations regarding equivalency, relevance, and appropriateness rested with each field investigator.

Picture Aggression Ratings (PAR)

This semi-projective technique was designed to explore children's feelings and attitudes toward authority and interpersonal aggression. It measures children's reactions to the justice of aggressive activity between authority figures and children by using aggressive fantasy stimuli. In the study design it was used to determine the extent to which status, and sex channel and structure the exchange of aggression between individuals.

The technique consists of 28 stimulus pictures presented in slide form. These slides contain a series of aggressive pictures of children and/or adult authority figures in aggressive (hitting, scolding) stances.

This variation is designed to represent aggression which is typically regarded as "just" or "unjust" in the society and permits assessment of the effects of "wrongness" of certain kinds of aggression, norms for appropriate "aggressive" behavior, and the influence of sex of the participants.

The figures vary by age, sex, and authority status: they include girls, boys, fathers, mothers, teachers (male or female), and policeman. Each picture has one boy or girl as the victim or aggressor, regardless of whether the aggressor is an adult or child. Children rated the interaction of the two figures: one in an aggressive stance, i.e., hitting* or scolding (the aggressor); the other as the passive recipient of the aggression (the victim).

[FN: Due to children's reactions and teacher's objections pictures of hitting were limited to parents hitting children and children hitting children.]

The children's main tasks were to rate the described action (projected picture) first in terms of whether the actor (aggressor) was wrong in his action, then as the series was repeated to rate again--this time on whether the recipient (victim) was wrong. Subjects rated the wrongness of the aggressor and the wrongness of the victim for each picture after hearing the description read by answering these two questions: 1) How wrong is the aggressor (i.e., father, mother, son, daughter, teacher, policeman)? and 2) How wrong is the victim (i.e., father, mother, son, daughter, teacher, policeman)? Ratings of wrongness were made on a seven point scale ranging from 1 (Not at all wrong) to 7 (Absolutely wrong). To assist the children in making the two ratings, the alternatives were presented verbally and graphically. The graphic presentation of the scaled alternatives enabled the children to integrate visually the degree of wrongness of the interaction depicted in the slide.

In order to enhance identification and encourage projection to the fantasy aggression of the stimulus material, pictures selected for test presentation matched the sex of the classroom teacher. Thus, for each scene of a teacher interacting with a child, children were able to rate the wrongness of a teacher of the same sex as their home classroom teacher.

In addition to the basic 28 pictures, "relaxer" or tension-reduction slides were shown. The relaxer pictures, 10 in total--five sets of two from each participating country--depicted cross-national scenes of children in school situations. They were placed at the 5th, 10th, 15th, 20th, and 25th positions in the picture presentation. The main purpose of the "relaxers" was to reduce potential anxiety which might be evoked by the PAR pictures and to show the children what the children in the other countries looked like.*

Figure M-2 contains a description of pictures by order of substantive set. [illegible]-3, in the Appendix, con[illegible] sample [illegible]

[FN: The PAR used in the initial pilot study contained 50 items; ratings were made on a 0-5 scale on both the "wrongness" of the aggressor and the "scariness" of the picture (act). Results from this pilot study indicated that no differences existed between "wrong" and the "scary" ratings. Therefore, at the 1965 Milan conference the "scary" ratings were dropped and the victim "wrongness" ratings substituted. As a result of the second pilot study and discussions at the 1966 Athens conference, 22 items were dropped, 28 were retained, and the scale extended to 7 points.]

Figure M-2

Description of PAR Pictures in Order of Set

SET			
A	1.	This is a father scolding his son.	(1)
	2.	This is a father scolding his daughter.	(12)
	3.	This is a mother scolding her son.	(18)
	4.	This is a mother scolding her daughter.	(8)
B	1.	This is a father hitting his son.	(15)
	2.	This is a father hitting his daughter.	(10)
	3.	This is a mother hitting her son.	(22)
	4.	This is a mother hitting her daughter.	(6)
C	1.	This is a boy scolding his father.	(16)
	2.	This is a boy scolding his mother.	(4)
	3.	This is a girl scolding her father.	(20)
	4.	This is a girl scolding her mother.	(25)
D	1.	This is a boy scolding another boy.	(11)
	2.	This is a boy scolding a girl.	(7)
	3.	This is a girl scolding a boy.	(23)
	4.	This is a girl scolding another girl.	(28)
E	1.	This is a boy hitting another boy.	(13)
	2.	This is a boy hitting a girl.	(26)
	3.	This is a girl hitting a boy.	(2)
	4.	This is a girl hitting another girl.	(19)
F	1.	This is a policeman scolding a boy.	(5)
	2.	This is a policeman scolding a girl.	(14)
G	1.	This is a boy scolding a policeman.	(27)
	2.	This is a girl scolding a policeman.	(21)
H	1A.	This is a (male) teacher scolding a boy.	(3)
	B.	This is a (female) teacher scolding a boy.	(3)
	2A.	This is a (male) teacher scolding a girl.	(9)
	B.	This is a (female) teacher scolding a girl.	(9)
I	1A.	This is a boy scolding a (male) teacher.	(24)
	B.	This is a boy scolding a (female) teacher.	(24)
	2A.	This is a girl scolding a (male) teacher.	(17)
	B.	This is a girl scolding a (female) teacher.	(17)

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*The numbers in parentheses refer to the presentation order.

The PAR pictures were designed to represent children from the same age groups as the children in the total sample. The body proportions of children about 11 years of age were depicted, assuming that children between 9 and 13 years could identify most easily with the children at this age level. The body outlines were sufficiently ambiguous to be viewed either as preadolescent or pubescent, e.g., the girls' loose blouses revealed an indeterminate body line. The children's clothing and hair styles were appropriate for children within the designated age ranges, social classes, and to the cross-national groupings involved in the study. In Japan and India, the pictures were redrawn to meet cultural requirements, of race and dress. In the U.S., two different sets of slides were prepared and used. In one set the figures were black, with African features; in the other set, they were white, with Caucasian features. Thereby, black children could identify and project with the black pictures; white children with pictures of whites. In segregated classrooms children were shown the slides depicting their race. If classrooms were integrated, the slides shown matched the majority racial group in the classroom.

The total PAR series contained 32 stimulus pictures (4 extra teacher pictures of both sexes) and 10 cross-national relaxer pictures; 3 of the basic 28 (or 32) are used as practice pictures.

The problem of "visual" cross-cultural comparability arose only on the PAR, since this instrument used slide projection to present the stimuli. The pictures were drawn to conform to the status, clothing, hair styles, and ethnic characteristics appropriate to the situations and research populations in each country. For example, policeman's uniforms and teachers' desks were altered to conform to the styles of the country; a second set of American pictures was developed for use with the U.S. black sample.

Peer Nomination Inventory (PNI)

The PNI is based on Walder's (1961) technique for measuring aggressive and compliant behavior in children, but was modified to accommodate to the design of the present study. The questions used in present form of the PNI permitted assessment by peers of aggressive and compliant behavior and provided an estimate of non-compliant (aggressive) behavior in the school setting. Nominations by children's classmates were the prime means used for determining the expression of such acts towards peers and teachers. The purpose of this technique was to obtain objective ratings of pupils within a classroom about the compliant and non-compliant behavior of each of the children involved in the testing, while distinguishing between aggression or non-compliance toward peers and aggression or non-compliance toward teachers. This measure of overt compliance, used as the dependent variable in the study, provided empirical and naturalistic clusters of behavior toward peers and teachers against which to compare the direct responses of the other instruments used in the study.

The PNI consists of 22 items, 4 of which were not included in the quantitative analysis because they were identifying or general items. The basic 18 content questions of the PNI were designed to cover positive and negative aspects of peer-to-peer and peer-to-teacher relationships. The particular items used in this form of the PNI were revised by the U.S. investigators, and reviewed for cultural appropriateness. Items were adapted to provide suitable phrasing and examples for each of the participating countries. Nominations for the 18 items were summed to provide six indices: Peer to Peer + (compliant), Peer to Teacher + (compliant), Total + (compliant); Peer to Peer - (non-compliant), Peer to Teacher - (non-compliant), Total - (non-compliant).

Insert Figure M-3

The distinction between peer and teacher interaction items was based on conceptual and statistical grounds. A factor analysis in the second pilot study on data from each of the countries supported grouping these items into the four indices: positive to peer (PP+); negative to peer (PP-); positive to teacher (PT+); negative to teacher (PT-). In a subsequent analysis all positive items highly inter-correlated as did all negative items.

[FN: The PNI used in the first pilot study contained 44 items based in part on Triandis' and also Walder's work. U.S. investigators also integrated teachers' suggestions about representative behaviors manifested by aggressive and compliant children. Examples of new items included "Who makes fun of or signifies about my mother?" and "Who tattles or squeals?" At the 1965 Milan conference, the PNI was reduced to 25 items. At the 1966 Athens conference, following Pilot Study II, four items were dropped, leaving a final total of 22. Of these 22 items, 18 were substantive and 4 were identifying or general.]

Figure M-3

Description of PNI Questions in Order of Set

Items not included in quantitative analysis PNI indices:

	Order of Presentation
1. Who are you? (Identify item.)	1
2. Whom do you know very well?	2
3. Whom do you not know very well?	3
4. Whom do you like very much?	22

Positive questions (A + B = Total Positive Behavior Score)

A. Peer to Peer (PP+) Score

1. Who gets along with children?	20
2. Who is friendly (kind) to children?	17
3. Who helps children? (Give one academic and one non-academic example.)	13
4. Who is fair (just) to children? (Give an example of treating children equally.)	6

B. Peer to Teacher (PT+) Score

1. Whom does the teacher seldom scold?	10
2. Who tries to help the teacher without being asked?	5
3. Who obeys the teacher?	14
4. Who tries to do their best work (or studies hard)?	7

Negative questions (A + B = Total Negative Behavior Score)

A. Peer to Peer (PP-) Score

1. Who insults children? (Give examples of [illegible] insults.)	4
2. Who makes rude gestures to children? (Give examples of rude gestures.)	9
3. Who starts fights?	15
4. Who fights back if someone hits them first?	18
5. Who does not get along with other children?	11

B. Peer to Teacher (PT-) Score

1. Who does not obey the teacher?	8
2. Who does the teacher often scold?	10
3. Who makes fun of the teacher? (Give examples such as mimicking the teacher, calling the teacher nicknames, drawing cartoons of the teacher.)	16
4. Who disturbs the class while the teacher is giving the lesson? (Give examples such as making noise, throwing something, talking in class, writing notes to other children.)	19
5. Who does not try to do their best work (or doesn't study hard)?	21

Interview

The interview, individually-administered to a randomly selected ten per cent of the research population in each country was a more intensive data-gathering procedure. It was designed to elicit detailed and in-depth information, to supplement data collected using the group-administered procedures. The interview permitted greater inquiry about specific features of the compliance systems and the various topics which formed the bases of the PAR and PNI. It also focussed on the concepts of rules, roles of authorities, and interactions between children and the major compliance systems of the school, home, and community. Unlike other instruments in the study the interview was not developed during the pilot studies. The pilot studies' interviews were useful only in small measure for the final interview instrument. They highlighted areas in the other instruments that called for supportive information. The final interview was pre-tested on a small number of the field study sample. Comparisons were made and code categories initiated for the present format at the 1966 Copenhagen conference using 12 representative, translated interviews for each participating country.

The interview consisted of 8 substantive areas and an introductory section. There were 79 major questions; several preliminary questions were used to establish rapport. Of the 79, 13 were used in conjunction with the PAR-PNI analysis for the present study. A number of questions were not used in the present analysis. The interview format is open-ended, but questions were designed to elicit content in specific areas. The 9 major subdivisions of the interview included are as follows:

I. Concept of Rules and Laws (Q. 5, 6, 7);
II. Justice of Rules and Laws (Q. 16, 17);
III. Breakability vs. Non-Breakability of Rules and Laws (Q. 42, 66b);
IV. Consistency vs. Inconsistency of Rules (Q. 11, 12, 13, 14);
V. Functions of Rules (Q. 18);
VI. Power to Enforce Rules and Laws (Q. 30, 32);
VII. Inevitability of Detection (Q. 43, 45, 46, 47, 48);
VIII. Which is Worst Deviation (Q. 74);
IX. Justice of Punishment (Q. 54, 59).

A copy of the entire interview schedule administered to the interview sample is in the Appendix. A single cross-national coding frame was developed for use by all investigators. A copy of the coding categories for questions in [illegible] the present analysis is in the Appendix.

D. Administration

General Instructions

Timing and Scheduling. In the total field study, three classroom periods of 50 to 60 minutes were required for the group test administration and 1 1/2 hours for the interview. This scheduling allowed time for test-related details, i.e., introductory comments, setting up special equipment, handing out and collecting test forms, taking the class roll. School hours were considered in planning the testing schedule to avoid recess, gymnasium, or play periods and thus indirectly lower the children's test-taking motivation over a period of several days. If a test were given during such periods, additional recreation periods were provided and the children notified in advance.

The group tests were administered within the same week; however, no child took more than one test a day. Whenever possible, testing on the same instrument was done in all grades at the same school at the same time to minimize "feedback" (discussion) among the children. Approximately two to four weeks after completion of group testing the interview was individually administered to randomly selected children in specially assigned areas within the school. Schedules were at the discretion of teachers and principals; parental permission was necessary in some schools. The reliability testing occurred two to 12 weeks after the initial field tests and lasted approximately one hour. The reliability of the interview codes was also established. In a subsequent section the results of the reliability studies are described.

Group-administered Test and Interview Personnel. Field testing teams included a test administrator and a test aide, each with specific duties. Testers were drawn from project-related research assistants, graduate behavioral science or psychology students, former school teachers, or persons with prior experience working with children. Test aides usually were undergraduate behavioral science students and/or persons who had less experience working with children.

Group examiners and aides received training on general testing techniques, aim and nature of the instruments, and procedures for contacting teachers or school officials and so on. Interviewers, selected on the basis of professional experience, were exposed in several training sessions to the content and structure of the interview as well as to the theory and technique of interviewing. In the U.S., integrated black-white teams were used for the group-tests. For the interviews black children were interviewed by black interviewers; white children, by white interviewers.

General Instructions for Group Tests. The following standardized procedures were used during group-test administration:

1. All tests were given in regular classroom situations.
2. The teacher was not in the classroom at the time of the actual testing. The teacher is an authority figure whose presence might bias the responses. If a teacher, principal, or other school authority entered the room during test administration, the examiner stopped.
3. Tests were introduced and administered by trained personnel. The examiner was in charge of the entire test situation; the aides assisted in all possible ways to make sure children followed the test instructions and/or answer individual children's questions, i.e., distributed and collected the instruments, checked absentees, monitored the answering, and checked the pacing of the testing.
4. All test items and answering instructions were read in a prescribed manner by the examiner to the class to insure standardization of administration and concontrol of the testing situation.
5. The examiner (test administrator) described the project in very general terms in the initial testing session at the time the YIAPR was given. At the same time children were guaranteed privacy, confidentiality, and anonymity. The suggested introduction was as follows:

   "You have been asked to participate in an international or cross-national study involving over 5000 children in six countries, Denmark, Greece, India, Italy, Japan, and the United States. We are interested in knowing what children all over the world think and feel about certain things and people. We are extremely glad that your classroom is participating in this study and know that your contribution will be an important one. Because we want you

> to answer just the way you feel or think without worrying about your answers, we are going to give you a special number instead of asking you to write or keep your name on our test booklet. We want you to know that no one in your school or family will know your answers or ideas. More than that, your answers will be punched into a machine along with many others and no one will know the particular answer you chose.
>
> After we have collected answers from children all over the world, we are going to put them together in a book and tell people what children think about these subjects, i.e., things. Your contributions and cooperation are very much appreciated and needed. Now let's begin with the YIAPR. I'm going to begin by reading the first page . . ."

The presentation order for administration of the instruments in the classrooms was: [the questionnaire entitled Your Ideas About People and Rules (YIAPR);][the semi-projective technique entitled Picture Aggression Rating (PAR);][and the sociometric device entitled The Peer Nomination Inventory (PIN)]. The [YIAPR] [PAR] and [PNI] were administered to the entire class as a group. The Interview was administered to randomly selected children individually several weeks after the administration of the other instruments. The above order of administration was adopted as a result of testing experiences in pilot studies. The consensus was that the best results were obtained when the longer and less anxiety-producing tests were administered first followed by the more volatile and interactive instruments.

Administration of PAR. Each child was given a coded booklet containing a page for each of the 28 test slides with two seven-point rating scales on each page. After the children checked the correctness of their assigned code number, the examiner presented three practice pictures. The practice period was designed to familarize children with the technique and to

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[FN: A Teacher's PNI and rating of cooperation were devised for simultaneous but separate administration to obtain teachers' estimates of the most compliant and most aggressive children in their classrooms. However, these analyses are not included in the present study.]

note that despite similarity of figures and actions, the figures were different and were doing different things. This procedure gave the children some idea of the figures involved and range of wrongness to be rated in the pictures; however, no ratings of the pictures occurred during the instructional period.

After the practice period, the administrator proceeded to project the 28 test slides, first reading a description of the picture and then advising the children that they would be doing two ratings. Except in Japan, all pictures wer projected so that the first figure described always appeared on the left. In Rating 1 the child described the wrongness of the aggressor (i.e., the person at the left and first mentioned in the verbal description) and in Rating 2, the wrongness of the victim. Specific instructions for the PAR appear in Appendix.

The administrator simultaneously operated the slide projector, read the picture descriptions, and asked the children to answer the questions for Rating 1 and Rating 2. An assistant was available to answer minor questions and to keep the children on the page corresponding to the picture being projected. Complete and detailed instructions on procedural matters are contained in the Field Manual.

Actual administration time for the Picture Aggression Rating was about 40 minutes. However, additional time was allotted for setting up equipment, answering questions, and showing the example pictures. The necessary equipment for PAR administration included the slides, a slide projector, and a projection screen. Testing personnel were carefully trained in the use of the equipment to assure standardized administration procedures.

Administration of PNI. The PNI answer sheet consisted of a list of children's names in each classroom. Children's names and nicknames were checked with the classroom teacher to determine accuracy. Differently colored sheets of paper helped the children identify the question and also enabled the examiner to check the numbering of questions.

Each subject was given a booklet with 22 pages of answer sheets. Each page contained an identical, alphabetized list of all boys and girls, listed separately, in a particular classroom. Each page was used to answer one question. Children crossed out the names of classroom members other than themselves who best fit the description read by the examiner.

No pre-coding was necessary since self-identification occurred on by answering Question 1, "Who are you?"

The examiner read the instructions and the questions to be answered. Administration time for the PNI was approximately 30 minutes. A sample answer sheet (Figure M-5) and the PNI instructions are included in the Appendix.

Administration of Interview. All interviewers were trained to administer this schedule properly to the research populations. The aim of the schedule and the nature of the respondents were described. The interviewer was instructed to revise the procedure as needed if subjects distinguished between laws and rules.

A tape recorder and schedule were used; all interviewing was done alone in private testing areas. The interviewers' task was to ask the child every question on the interview schedule, record the child's responses verbatim on tape and/or in script. Transcribed verbatim records, taped or handwritten formed the bases of analyses. After the interviewing session, the interviewer wrote a description of the child, highlighted the interview, and edited the written responses. This procedure insured that full responses to all questions would be recorded.

The optional time for the interview was about 1 1/2 hours. However, with younger children, a somewhat longer time was needed. Interviewers were instructed to give the child a break after 45 minutes if necessary. Detailed descriptions for preparing the interview, training the interviewer, and administering the recording of the responses are contained in the Field Manual.

E. Data Processing and Analysis

All data for the group-administered instruments were processed at the University of Chicago's Computer facility. These instruments, unlike the interview, were self-coded and were recorded or punched directly from the test booklets. To insure cross-cultural comparability in data processing procedures, the Field Manual provided standard, detailed, and precise instructions for preparing data for statistical analysis, e.g., (1) coding and cleaning the instruments, (2) description and use of cards and columns, (3) punching and verifying cards. All principal investigators coded the data for their country, punched IBM cards or prepared IBM layout sheets and mailed them to the U.S. for further checks and processing. Descriptions of the conventions for this study were also included in the Field Manual as were directions for recording demographic information, numbering optional questions, and a multiple of other items pertinent and necessary to the design of a cross-national study aimed at cross-cultural comparability in all phases.

In addition to insuring comparability of statistical analysis, the ready availability of excellent computer facilities and highly skilled consultants at the University of Chicago formed the basis for the decision to process all data there. The high-speed IBM 7094 at the Computer Center of the University of Chicago was primarily used in the processing and analysis of the data; programs designed specifically for use with that machine were employed. After the data was processed and criteria for analysis of data described, the IBM output was returned to each field investigator for national analysis and interpretation.

The overall design of the study called for analysis of the data by sampling variations within and between countries. The major questions to be answered were; what variations occur in the data by age (grades 4, 6, 8), by sex (male, female), by social class or socio-economic status (low, high) and what are the relationships among the variables? The administration of the group instruments and the individual interview combined with the demographic information yielded the following groups of data: responses on the PAR, responses on the PNI, responses on selected questions of the interview, and demographic items.

After the raw data were punched into IBM cards, they were analyzed in the United States on the IBM computer 7094 with programs developed at the University of Chicago. Data for the final field study was analyzed using the following statistics: univariate (distributions of percentages and frequencies, means, standard deviation, t-tests); bivariate (correlations), and multivariate (analysis of variance). For purposes of this report, only the statistics used in the final field study will be reported.

[FN: In the pilot studies principal component factor programs, correlational analysis, and t-tests were used to select items for the final field study.]

In various phases of the data analysis and throughout the study, attempts were made to compare the results of the analysis with the participating countries. This was done at cross-national conferences and by exchange of interpretation of the data. The first phase of the data analysis was descriptive and used distributions (percentages and frequencies) and measures of central tendencies (means) for all the variables of the PAR, PNI, and selected questions from the interview. The second phase involved analysis of the responses by the multivariate ANOVA and correlational techniques. On the PAR t-tests were also used to assess the significance of the variance between the indices. In the third phase, data analyzed for within and between country differences was collated and compared. Cross-national comparisons utilized the results of the ANOVA. Rank ordering of the indices within each country was the basis of comparison with other countries. Thus, the comparison of rank orders was at a relative rather than absolute level of response. Cross-national comparisons on the PAR were made strictly in terms of the means of the indices derived from the analysis of variance.

Univariate Statistics: Means were used to indicate levels of response. Means for all PAR items were computed using UCSL 606 (NEST) for each country to give nested output:

```
Grade 4, SES 1, Girls
                Boys
         SES 2, Girls
                Boys

Grade 6, etc.
```

Summary means and percentage distributions were also computed as follows:

```
Grade 4, Total
         SES 1
         SES 2
         Girls
         Boys

Grade 6, etc.

   Total SES 1
   Total SES 2
   Total Girls
   Total Boys
```

Since differences in cell sizes affect interpretation of sampling variation, the summary means and percentages were computed as the average of the appropriate cells, e.g.,

Grade 4, Total = (Grade 4, SES 1, Girls + Grade 4, SES 1,
Boys + Grade 4, SES 2, Girls + Grade 4,
SES 2, Boys)/4.

In short, distributions and/or means were calculated for all items on the group-administered instruments for each country by sampling variations. For individual items, the UCSL 606 (NEST) program was used to obtain univariate statistics: subject counts, frequency distributions, percentage distributions, means, and standard deviation scores.

In the computation of means for individual items, the No Response were excluded; in calculation of the percentages, No Response was calculated separately.

Two sets of means were sent to each investigator: 1) means for the individual items for the group-administered instruments; and 2) means for the indices. To facilitate interpretation of the indices analyzed using ANOVA (to be described later), tables of means were computed for each index using the same procedure as that applied to individual items except that the mean of the cell was entered for non-responding subjects.

In addition to comparing the means of the indices and rank ordering the hypotheses, the design of the analysis for the PAR called for testing the significance of the hypotheses and the relationships between the dyads. In computing $\underline{t}$-tests for the PAR the formula for paired observations was used since the tests were made between scores on the same subjects.

The $\underline{t}$-test technique was employed in the analysis of the interview questions in some countries. Although the interview sample was relatively small, the significance level obtained on various questions in the U.S. indicated that the findings were not idiosyncratic but were indicative of trends that could be generalized to an interpretation for the group data. The methodological point made by Bakan (1967) regarding the importance of accepting significant relationships on small samples was illustrated in the present analysis of the U.S. interview data. Interview data was also analyzed using frequency counts and/or percentages.

Means on items and indices provided a descriptive analysis of levels of response to the substantive questions of this study and enabled the investigators to answer such questions as

1) Which of the authority figures and/or interpersonal dyads was seen as most powerful and/or wrong; 2) What are the salient characteristics of the figure and/or dyadic relationship; and 3) How do these comparisons and figure or dyad profiles vary by age, sex, social status, and country.

Multivariate Analysis of Variance (ANOVA): Tests for significance of variability along the dimensions of age, sex, socio-economic status, and country were computed by a multivariate analysis of variance technique, known as MESA 95 (UCSL 600), developed by Professors Darrell Bock and David Wiley at the University of Chicago. The ANOVA design treated age, social class, sex, and country as the independent variables and the instrument scores or indices as dependent variables. In addition to main effects, this analysis provided information about interaction between and among the effects (e.g., sex by socio-economic status). The technique was used: 1) to analyze within-country differences on age, sex and SES, 2) to examine the variance between countries, and 3) to compare the magnitude of the major sources of variation--country, age (grade), socio-economic status, and sex.

The MESA 95 (UCSL 600) program, specifically constructed for multivariate analysis, was chosen because of its ability to read large numbers of variables in one computer run, handle large samples and complex problem designs, and account for unequal cell sizes. Such a multivariate analysis permits an efficient and sophisticated analysis of the data from PAR ordinal items and simultaneous handling of data for within and between countries, i.e., national and cross-national, analyses.

The hypotheses for main effects and interactions used in the ANOVA problem design for the group-administered instruments are listed in Figure M-6.

FIGURE M-6

PAR ANOVA: Hypotheses for Main Effects and Interaction Effects

Hypothesis Main effects	Hypothesis Content
1	Grand mean - omitted.
2	Are girls different from boys?
3	Is SES 1 different from SES 2?

FIGURE M-6 (Continued)

PAR ANOVA: Hypotheses for Main Effects and Interaction Effects

Hypothesis	Hypothesis Content
Main effects	
4	Is there a linear grade difference (grades 4 to 6; grades 6 to 8)?
5	Is there a curvilinear grade difference (grades 4 to 6 to 8)?
Interactions	
6	Is there a sex by SES interaction?
7	Is there a sex by grade interaction?
8	Is there a SES by grade interaction?
9	Is there a sex by SES grade interaction?

The main effect hypotheses (i.e., symbolic basis vectors) were sex, SES, linear grade and curvilinear grade; the double interaction hypotheses were sex by SES; sex by grade; and SES by grade; the triple interaction hypothesis, sex by SES by grade. For the cross-national design, ethnicity (country) was entered as a vector.

The subjects of variables, later called problems, utilized [individual item scores or] summary scores or indices developed for group-administered instruments. The problem (8 for PAR and 2 for PNI) selected for analysis incluced 88 PAR and 6 PNI indices submitted in five runs for a total of ten subsets of variables. A description of the development of the summary or index scores is contained in another section. Each of the runs was tested for the total cross-national sample with sex, SES, grade, and country or ethnicity as the main effects and in that order since the program required that effects be tested in order of increasing conceptual importance. Each country or culture was also tested separately with sex, SES, and grade as the main effects--in that order.

The Conservative Strategy: A Criteria for Selection of Items and Indices:

Cognizant of the problems of sampling cross-culturally and from individual classrooms and use of the ANOVA results within and between countries, a conservative strategy for selection of items was adopted. This procedure was suggested by and developed substantive, or pattern interest at higher levels of probability. Listed below is a description of the general procedure for the selection of variables using the conservative strategy:

1. All main effects (Hypotheses 2-5) and the .001 and .00X p levels were inspected.

2. All interactions (Hypotheses 6-9) at the .001 p level were examined in relation to the main effects and the corresponding univariate F statistics. Interactions at the .00X p level were not selected but were examined in relation to main effects and univariate F statistics at the .00X level.

3. Conditions for selection.

   a. If the univariate F statistics of both main effects were substantially larger (3 times or more) than the univariate F statistic of the interaction, then the interaction was excluded.

   b. If the main effect (F statistic) was large (3 times or more) in relation to the interaction (F statistic) while the other effect was small (3 or less) or equal to the interaction, then both the small main effect and the interaction were excluded (i.e., the larger main effect was the only one included).

   c. If the interaction was large in relation to both main effects (comprising the interaction), then the interaction was included and both main effects excluded. The interaction was marked for plotting and reporting.

   d. Main effects at the .00X (i.e., .002, .003, . . ., .009) p level were examined in relation to their interaction if the latter were significant at the .00X level.

      (1) If the interaction was small in relation to the main effect, then the main effect was included (i.e., marked for reporting).

      (2) If the interaction was large in relation to the main effect, then the main effect at the .00X level was excluded.

4. Additional selections were made by individual investigators if deemed necessary for theoretical reasons; thus variables at other probability levels (i.e., p .05 to .01) were sometimes included and are so indicated.

5. It should be remembered that main effects are not overlooked when an interaction is reported. In plotting and

with the help of Professor Darrel Bock.

The selection of specific indices for further analysis of main and interaction effects was dependent on their significance level which was related to the within cell differences in the sampling design. Inspection of items and/or indices from the anlysis of variance suggested an arbitrary significance level more rigorous than the conventional .05 or .01 levels to be used in conjunction with the univariate F statistic. This statistical criteria for selection of items and analysis of interaction (e.g., sex by SES by grade) and main effect (e.g., sex only, grade only) was indicated by the large number of nominally significant interactions and main effects within the national and cross-national runs. These in turn were related to the size and the nature of the samples. While some of the significance in the interaction hypotheses was correct (i.e., related to actuality), some was related to the low within cell and within classroom variance due to the cluster nature of the national and cross-national samples. In view of the resulting uncertainty about the actual significance levels of the F statistics, a conservative strategy was indicated and the following method adopted for selecting statistically and theoretically significant indices for analysis and reporting.

In order for an effect (i.e., main or interaction) to be called significant, it had to be significant using both the within cell error and the triple or quadruple interaction error term, and have a corresponding high F statistic. Adoption of this conservative strategy revealed that many of the effects which showed probability levels greater than .001 had relatively modest F-ratios on the basis of the larger error estimate (i.e., F-ratios in the vicinity of 2, 3, and 4). Similarly, it was found that where the p level was less than .001, the F-ratios were much higher, i.e., about ten and above. This conservative approach brought the levels down by an order of magnitude similar to that which would have occurred if the interaction error had been entered in the denominator of the F statistic.

Application of the Conservative Strategy: The conservative strategy involved inspection and selection of variables for possible reporting and further analysis on the bases of certain p levels (i.e., .00X or .001 or less), corresponding F statistics, and evaluation of the relationship of the F statistic to the interaction and main effect hypotheses. The application of the conservative strategy did not exclude inspection, plotting, and reporting of variables of theoretical, interpreting the more intricate interaction, the main effects which comprise the interaction are present and will be analyzed.

Special Adaptions of Conservative Strategy for PAR: The conservative strategy was followed in selecting effects to be reported on the PAR. The following statements contain additional details in selecting PAR effects under special conditions.

1. Selection procedures.

a. In any given instance, select either the main effects or the interaction but not both. In general main effects were reported if they were .009 or less than .009 and interactions were reported only if they were .001 or less than .001.

b. An interaction was included and the main effects excluded if the interaction was large in relation to the main effects. A large interaction was defined as one which was one-third or more than one-third of the largest main effect. That is, if both main effects were less than three times as great as their interaction term, they were excluded and only the interaction term was included.

c. When the interaction term was greater than one-third of the largest main effect and was significant at the .00X level (i.e., .009 through .002) and the main effects or one of the main effects was significant at the .001 level or less, both the main effects and the interaction terms were considered. This was the only circumstance when interaction terms of a significance level greater than .001 were marked on the output sheets. In those instances the investigators inspected the main effects and the interaction term and chose the most meaningful result.

d. When a double interaction and a triple interaction were approximately the same size, the triple interaction was selected for reporting. In other cases the larger interaction was selected.

e. When either the linear or the curvilinear grade effect was three times greater than the other, only the larger main effect was marked on the output sheet. When the linear and curvilinear grade effects were approximately the same

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[FN: The directions for selection of PAR items were revised by Minturn for use with PAR data.]

size, both were marked on the output sheets. In these instances the investigators inspected both effects and chose the most meaningful one for reporting.

Index Scores or Indices and ANOVA Problem Design: To facilitate analysis of the influences of sex, social status, age, and ethnicity and investigate the aims of the study, individual item responses were combined into summary or index scores for the group-tests. These index scores combined items across a single topical set of questions and type of agent or action in various arrangements. Several procedures were employed in constructing the basic types of index scores for the items of the group-administered tests. The particular procedure for combining the scores of individual items into indices depended upon the nature of the item. The following illustrates the procedure:

PAR--"This is a teacher scolding a boy." and "This is a teacher scolding a girl" was combined into a Teacher Scold Children Index.

The construction of index scores facilitated the data analysis by reducing the number of individual items to be considered. Considered, and refined and integrated the items into a conceptually meaningful way. To facilitate further interpretation of the ANOVA output, tables of means for the indices were computed for each country. The construction and description of the specific index scores used in the study are presented by instrument.

Index Scores and the ANOVA Problem: The index scores arranged by the problem format or subset of variables of the ANOVA design reflect theoretical groupings and scoring decisions made at the 1966 Copenhagen conference. However, the final ANOVA designs were made with the counsel of Professors Darrel Bock and David Wiley, University of Chicago. The ANOVA design for each instrument contains a description of the number of problems, variables within each problem, and the type of item; the label designation and content for each variable; the original item numbers indicating the basis of the index; and the scoring or scale range for a particular index.

PAR: All PAR items were ordinal. The score for an index based on ordinal or scaled items was the mean of the items. If a subject were a non-responder to an item that constituted part of an index, the mean of the cell (i.e., subject's grade, SES, and sex group) was substituted. With this substitution, there was, in effect, no missing information. The range of all PAR individual scales and index scores was 1-7 (i.e., from "Not at all wrong" to "Absolutely wrong"). There was no "0" ordinal index scores.

In addition to single-figure indices, e.g., father, teacher, boy, multi-item indices were constructed for the analytic categories Sets: e.g., parent vs. children, children vs. children; Sex: e.g., male vs. female; and Status: e.g., adult vs. children for both aggressor and victim ratings. Because many PAR indices had a logical relationship to each other, they were considered in group and constituted the problems for the ANOVA. The PAR ANOVA design had 8 problems: 4 for aggressor, 4 for victim. Similarly a number of hypotheses were developed concerning the relationships among the indices. Since the same pictures are included in more than one problem, the PAR problems are not independent of each other and correlations between problem sets may be unduly inflated.

The results of the ANOVA were examined in terms of the hypotheses and the sample differences (see introductory chapter). The analysis had two foci: 1) comparison across indices of each problem in light of the hypotheses; and 2) comparison of significant differences along sampling lines (among subject groups) as indicated by the ANOVA problem design. Analysis of the picture ratings by the ANOVA method permitted determination of differential reactions to aggression by different agents as well as comparisons of the differences related to the main effects of age, sex, and socio-economic status and their interactions. The four sets of problems (Status, Sets, Sex, and Figures) were designed to move the analysis from general to specific combinations and interpretations. The theoretical questions raised by the PAR include: 1) How is the child's perception of wrongness or justice of aggressors affected sex, status, and type of action; and 2) How is the child's perception of wrong or justice of victims affected by similar considerations. The ANOVA results provide the means for comparison of norms of constraint for aggression.

On the ANOVA Set problem, figures were grouped by status and role on the nine sets of pictures. The variables included in these index scores for both aggressor and victim ratings are presented in Figure M-7. Their order of appearance was the order in which these variables were entered in the analysis of variance.

FIGURE M-7

PAR Set Indices

Index Score Label	Variable Content	Set Number
PHC	Parents hit children	B1, B2, B3, B4
CHC	Children hit children	E1, E2, E3, E4
PSC	Parents scold children	A1, A2, A3, A4
CSC	Children scold children	D1, D2, D3, D4
CSP	Children scold parents	C1, C2, C3, C4
TSC	Teacher scold children	H1, H2
CST	Children scold teacher	I1, I2
PoSC	Policeman scolds children	F1, F2
CSPo	Children scold policeman	G1, G2

Index scores on the Sex problem were grouped by sex of the actor on four sets of pictures, again for aggressor and victim ratings. The variables for these index scores are in Figure M-8. Their order also reflects the entry pattern into the analysis of variance.

FIGURE M-8

PAR Sex Indices

Index Score Label	Variable Content	Set Number
MAM	Males attack males	B1,E1,A1,D1,C1,F1,G1
MAF	Males attack females	B2,E2,A2,D2,C2,F2
FAM	Females attack males	B3,E3,A3,D3,C3,G2
FAF	Females attack females	B4,E4,A4,D4,C4

The Status problem grouped aggressor and victim by age group (i.e., adults and children). The three sets of pictures for these indices are in Figure M-9; the order reflects the order entered for the analysis of variance.

FIGURE M-9

PAR Status Indices

Index Score Label	Variable Content	Set Number
AAC	Adults attack children	B1,B2,B3,B4,A1,A2, A3,A4,H1,H2,F1,F2
CAA	Children attack adults	C1,C2,C3,C4,I1,I2, G1,G2
CAC	Children attack children	E1,E2,E3,E4,D1,D2, D3,D4

To provide information on more specific agent differences for aggressor and victim, individual PAR figures were also analyzed. These single-item indices are presented in Figure M-10 in the order they were entered into the analysis of variance.

FIGURE M-10

PAR Figure Indices

Index Score Label	Variable Content	Set Number
FHS	Father hits son	B1
FHD	Father hits daughter	B2
MHS	Mother hits son	B3
MHD	Mother hits daughter	B4
BHB	Boy hits boy	E1
BHG	Boy hits girl	E2
GHB	Girl hits boy	E3
GHG	Girl hits girl	E4
FSS	Father scolds son	A1
FSD	Father scolds daughter	A2
MSS	Mother scolds son	A3
MSD	Mother scolds daughter	A4
BSB	Boy scolds boy	D1
BSG	Boy scolds girl	D2
GSB	Girl scolds boy	D3
GSG	Girl scolds girl	D4
BSF	Boy scolds father	C1
BSM	Boy scolds mother	C2
GSF	Girl scolds father	C3
GSM	Girl scolds mother	C4

FIGURE M-10 (Continued)

PAR Figure Indices

Index Score Label	Variable Content	Set Number
TSB	Teacher scolds boy	H1
TSG	Teacher scolds girl	H2
BST	Boy scolds teacher	I1
GST	Girl scolds teacher	I2
PoSB	Policeman scolds boy	F1
PoSG	Policeman scolds girl	F2
PSPo	Boy scolds policeman	G1
GSPo	Girl scolds policeman	G2

PNI. Subjects nominated as many or as few classmates as desired on 21 of the 22 PNI items; the one exception was the "Who are you?" question. Question 1, "Who are you," was used for identification purposes only. Absentees were recorded by a check on the answer to question 1.

$$\text{Score} = 100 \times \frac{\text{No. nominations received}}{\text{No. of subjects giving nominations}}$$

Using a specially constructed program, nominations given were converted into nominations received expressed as percentages. Since the number of subjects present giving nominations affected the magnitude of the scores, the number of nominations actually received by each subject on each question was changed into the percentage of classmates nominating a subject on each question. This made the scores of a subject in a small classroom directly comparable to those of a subject from a large classroom. Social class of nominees was taken into account by noting the scores reviewed from classmates from different SES levels and the total class. Self-nominations were ignored. In computing per cent scores, the N for correct SES and the total classroom was reduced by 1 to account for exclusion of self-nominations.

In the process of converting the nominations into percentage of nominations received, 18 of the 22 questions were combined into 4 set or summary and two total scores for a total of 6 summary scores: Positive Behavior, Total (ToT P+); Positive Behavior, Peer to Peer (PP+); Positive Behavior, Peer to Teacher (PT+); and Negative Behavior, Total (ToT-); Negative Behavior, Peer to Peer (PP-); and Negative Behavior, Peer to Teacher (PT-). To obtain the six summary scores, the computer summed the number of nominations received on the questions in a set and divided by the maximum number of classmates present nominating on the four or five questions in a set.

For example, if classroom A had 26 subjects, then the maximum number of nominations on a single question would be 25 (26-1, since self-nominations were not permitted and were ignored if made). Therefore, in this classroom a child could get 100 nominations on four questions. If he received 10, 12, 8 and 3 nominations on the four PP+ questions, his scores on the four individual questions would have been

$$100 \times 10/25 = 40(\%)$$
$$100 \times 12/25 = 48(\%)$$
$$100 \times 8/25 = 32(\%)$$
$$100 \times 3/25 = 12(\%)$$

and the set score would be

$$100 \times \frac{(10 + 12 + 8 + 3)}{100} = 33(\%)$$

In this context "per cent" is the average per cent of classmates giving nominations on four to five items. The set score may be interpreted to mean that the subject received 33 per cent of the maximum nominations he could have received in this classroom. In talking about set scores, the word "per cent" is the average per cent of the classroom members giving the subject's nominations on four or five items.

The apiori decision regarding the number of indices was supported by a principal component factor analysis where the 4 scores loaded in opposite directions (i.e., if PT- and PP- were positive then PT+ and PP+ were negative) on the same factor and at levels above .700. Further support for summing the 18 items of the PNI into four basic and two total scores was indicated by a correlation analysis. Even though the factor and correlational analyses indicated that the four apiori sets could be summed into two (i.e., Positive and Negative Total), the four set scores, later called indices, were selected for the analysis to provide a more refined study of the relationship between children's classroom behavior--aggressive and compliant--and their perceptions of inter-personal aggression.

The hypotheses for the main effects and interaction for the PNI ANOVA paralleled the pattern for other instruments in the study. The PNI problem design reflected the analytic plan to investigate the inter-relationships among the PNI indices divided by peers (PP+, PP-) and teachers (PT+, PT-), and the total indices (Total+, Total-). The PNI mean set scores constituted a measure of the positive and negative behavior toward peers and toward teacher. The scores have a range of 0 to 100 (0 = none of the behavior; 100 = very much of it). For the PNI scores only, 0 is the code for non-response or missing information since PNI scores are percentages ranging from 0-100%. An example of interpretation of ANOVA results of PNI percentages follows: Greece, grade 4, SES 1, girls had a mean of 33 on the PT- score and Greece, grade 4, SES 1, boys had a mean of 50. The interpretation of these scores would be that the boys exhibited a significantly greater amount of behavior toward teacher than girls. The PNI also constituted the dependent variable in the design of the study and was the instrument to which the responses on the other group-administered tests were correlated.

Figure M-11 contains the two problems in the ANOVA design for the six PNI indices. These indices were converted from PNI summary scores which in turn were converted from per cent scores for the subjects based on nominations received. The ANOVA problem design contains a description of the problem number, Index label, content, and set and item number.

FIGURE M-11

PNI Indices

Problem 17. Four Index Problem.

Index Score Label	Variable Content	Set Number
		Positive Questions
1 PPP	Peer to peer-positive items	A1,A2,A3,A4
2 PTP	Peer to teacher-positive items	B1,B2,B3,B4
		Negative Questions
3 PPN	Peer to peer-negative items	A1,A2,A3,A4,A5
4 PTN	Peer to teacher-negative items	B1,B2,B3,B4,B5

FIGURE M-11 (continued)

PNI Indices

Problem 18. Two Index Problem.

Index Score Label	Variable Content	Set Number
		Positive Questions
TOT P	Total of positive items	A1,A2,A3,A4, B1,B2,B3,B4
		Negative Questions
TOT N	Total of negative items	A1,A2,A3,A4,A5, B1,B2,B3,B4,B5

Bivariate Statistics (Correlations)

In addition to the analysis provided by the descriptive levels of response and the analysis of variability provided by the analysis of variance, the data was also examined in terms of the relationships between the children's perceptions of interpersonal aggression and overt behavior in the classroom. The analysis design called for correlating the variables from the PAR aggressive picture series with behavioral measures provided by peer nominations (PNI). Correlational analysis provided the possibility of systematic investigation of the relationship of variables to each other and examination of this basic question: What is the association between children's orientations toward authority orientation interpersonal aggression and aggressive or non-compliant behavior to peers and teachers?

Correlation matrices were generated using the UC Data Text program which computes the Pearson product moment correlation coefficient. Because it substitutes the mean of the cell in the computation of the correlation matrix, the coefficient values tend to be somewhat inflated. The significance level of the correlations for the PAR were obtained using a table of percentile values of $\underline{r}$ for N degrees of freedom when $\underline{p} = 0$. This was consistent with the conservative strategy used in selecting data for analysis from the ANOVA (see conservative strategy statement in ANOVA section).

Correlational matrices were computed for testing the relationship between the 88 indices of the PAR and 6 indices of the PNI. The correlational analyses were run grade by sex for each country.

Interview Coding Procedures

The coding categories were developed from an inspection and integration of national codes supplemented by intensive, rigorous intra- and inter-country reliability checks at various points on a base of 12 translated interviews per country. After the reliability study of the interview codes was completed, investigators received specific instructions for coding all interviews and checking "drift" tendencies. Investigators were directed to identify the core or central meaning of a response prior to coding answers to a question. They were also instructed to probe for specific answers, aware that the children sometimes begin with peripheral responses. However, coders tried to avoid multiple codings and aimed at identifying one answer per question.

The interview responses were coded question by question and section by section. The code "Don't Know" was used when the subject responded "don't know" or when the answer was clearly confused. Meaningful answers not covered by the present categories were coded "Response not applicable." The "No Response" code was used only when the question was not asked or answered.

The intra-country or inter-rater reliability of coders and the tendency to "drift" was checked by interspersing reliability interviews among those to be coded, e.g., every seventh interview. This procedure was suggested only as a precautionary measure since the total cross-national reliability for 42 interviews averaged 77 per cent (see reliability study).

Coded responses by question were tallied by sex, socio-economic status, and grade and then summed for sub-totals and totals. Since many of the categories were not mutually exclusive, some responses were tallied more than once. However, investigators noted the categories for each subject on which this occurred. In all cases, categorical "yes" or "no" responses were ignored in favor of specific codeable responses.

F. Reliability Study

The reliability study was executed into two phases: 1) a check on the reliability of the items from the group-administered instruments; and 2) a check on the reliability of the coders and coding categories for selected questions in the interview.

Sample Description for PAR and PNI Reliability

For the reliability study a sample of six classrooms per country was selected. The reliability design called for a high and low status group from grades 4, 6, and 8 respectively. In Italy the classrooms were sex segregated; therefore, the reliability sample was doubled. Two classes were sampled in Greece for grade 8 and in India for grade 6 lower status groups, also because of sex segregation.

Only subjects who took both the field test and the reliability test were included in the reliability sample. In the field study different instruments were administered on different days; therefore, subjects not present for both YIAPR and PAR were eliminated from the reliability study and not included in either analysis. All subjects enrolled in a classroom were used in the PNI reliability analysis regardless of whether they were administered the YIAPR and PAR in the field study. Descriptions of the reliability sample for the PAR, and PNI are in Tables M-2 and M-3 respectively.

Insert Tables M-2 and M-3

Description of Reliability Instrument

Items from all three instruments were arranged into one instrument with three consecutive parts corresponding to the order of administration in the field study, i.e., YIAPR items first, PAR second, and PNI last. The items for the reliability instrument, contained in Appendix , represented a selected sample of items from the original field study instruments. The reliability items were presented in exactly the same order and administered in exactly the same way as in the original testings.

PAR: From the 28 original PAR items, nine were used for the reliability study. Subjects rated aggressor and victim wrongness for each picture on a seven-point scale. First subjects judged aggressor wrongness for the series of studies and then victim wrongness.

Statistical analysis for the reliability instrument by grade, SES, country, and across all counties was performed. Two basic techniques were used to test reliability: a per cent agreement analysis for PAR items and Pearson product-moment correlation on ranking of subjects on questions for PNI.

TABLE M-2

PAR Reliability Study: Sample Size and Range by Country, Grade and SES

	SES 1						SES 2					
	4		6		8		4		6		8	
	Cell Total Size	Range	Cell Total Size	Range	Cell Total Size	Range	Cell Total Size	Range	Cell Total Size	Range	Cell Total Size	Range
United States	60	54-60	44	43-44	53	53-53	29	25-29	31	28-21	34	33-34
Greece	30	24-30	25	20-25	120	116-120	30	29-30	26	25-26	29	26-29
Italy	49	44-49	43	43-43	44	43-44	46	46-46	46	46-46	59	57-59
India	19	17-19	35	33-35	9	9-9	21	20-21	25	24-25	25	24-25
Denmark	19	19-19	14	8-14	12	11-12	23	22-23	26	25-26	23	20-23
Japan	17	17-17	20	20-20	53	51-52	-	-	-	-	-	-
Total	194	175-194	181	167-181	291	283-291	149	142-149	154	148-154	170	160-170

TABLE M-2 (Continued)

PAR Reliability Study: Sample Size and Range[a] by Country, Grade and SES

	GRADE TOTALS										FINAL TOTALS	
	Total SES 1		Total SES 2		4		6		8			
	Cell Total Size	Range	Cell Total Size	Range	Cell Total Size	Range	Cell Total Size	Range	Cell Total Size	Range	Cell Total Size	Range
United States	157	152-157	94	86-94	89	81-89	75	71-75	87	86-87	251	238-251
Greece	175	160-175	85	80-85	60	53-60	51	45-51	149	142-149	260	240-260
Italy	136	130-136	151	149-151	95	90-95	89	89-89	103	100-103	287	279-287
India	63	59-63	71	68-71	40	37-40	60	57-60	34	33-34	134	127-134
Denmark	45	38-45	72	62-72	42	41-42	40	33-40	35	31-35	117	105-117
Japan	90	88-90	-	-	17	17-17	20	20-20	53	51-53	90	88-90
Total	666	627-666	473	450-473	343	319-343	335	315-335	461	443-461	1139	1077-1139

(a) Range of responses to items.

TABLE M-3

PNI Reliability Study: Sample Size by Country, Grade and SES

		SES 1			SES 2		
Country	Class	4	6	8	4	6	8
United States	A	41	33	37	31	33	37
	B	26	19	23			
Greece	A	32	29	67	35	29	36
	B			67			
Italy	A	26B	26B	20B	25B	35B	31B
	B	25G	24G	25G	28G	21G	31G
India	A	25	23	10	26	30	27
	B		21				
Denmark	A	23	17	16	25	27	24
	B						
Japan	A	41	43	40	-	-	-
	B			40			

1. The sample sizes for each classroom represent the number of children who were eligable to be ranked in the classroom not necessarily the number of children taking the PNI test. Correlation coefficients are based on the sample size of eligable children.

2. The designation A and B represent different classrooms used at a particular grade and social class level.

   B = boys

   G = girls

For PAR items per cent agreement was calculated within one deviation from perfect agreement. Subjects answering "No Response" were excluded from per cent agreement calculation. A subject's response on test 1 (Field) and test 2 (Reliability) was noted and the absolute difference in scores calculated. The range of difference could be as little as 0, perfect agreement, or as much as 7, absolute total disagreement; 0 + 1 deviation represented a psychologically reasonable measure of agreement and was used as an estimate of reliability for scaled items. The number of subjects agreeing perfectly with their first answer and those who deviated only 1 place on the scale were noted. The ratio of these subjects to total subjects answering yielded a percentage of agreement. Table M-4 presents average per cent agreement on PAR items within each country, grade, and SES. Total averages across items, countries, grades, and SES are also presented.

Results by Grade, SES, and Country: PAR. There were no substantial reliability differences among the PAR pictures which were consistent across countries. Reliability differences among pictures appeared to have been due to random fluctuation and should be ignored in determining item reliability.

Table M-4 shows the average per cent agreement across all of the pictures of the reliability study for each of the sample cells and for each of the SES and age groups. The final column of the table gives the average per cent agreement for the total reliability sample of each country. A comparison of the comparable marginal percentages shows that the reliability of the aggressor ratings was higher than that of the victim ratings across all ages, countries and for both social classes. The differences among countries in reliability were small and not consistent for subcountry breakdowns; however, some general trends can be seen. The highest over-all reliability occurred in the United States and Japan; the lowest in India and Denmark, with Greece and Italy holding middle positions.

The reliabilities did not vary systematically by social class. Over all countries, the lower-class children were somewhat more reliable on both ratings but the differences in per cent agreement between the two social classes were generally small. In some countries the lower-class children were more reliable while in others the upper-class children were. The marginal totals for grades showed that reliability was virtually equal for all grades. Minor variations within country appeared to be due to random fluctuations.

The data indicate that the instrument was about equally reliable for all sections of the sample, except for some minor variations among countries. The aggressor ratings were more reliable than the victim ratings for all groups.

Insert Table M-4

PNI. The original PNI contained 22 questions; five were chosen for the reliability instrument. Subjects made their nominations by the same procedure used in the original study.

Results by Grade, SES, and Country: PNI. Table M-5 shows the test-retest item reliability coefficients by country, grade, and social class. Only 8.1 per cent of the correlations in the table were not significant at the .05 level, 92.9 per cent were significant at the .05 level, and 88.8 per cent were significant at the .01 level. There were no consistent differences among PNI items in their reliability.

Insert Tables M-5 and M-6

Table M-6 shows the percentage of correlations in Table M-5 which fell into the ranges of .75 to 1.00, .50 to .74, and -.08 to .49 and also in parentheses the number of correlations upon which each of the cell percentages is based. Over all cells, 47.6 per cent of the correlations fell into the .75 to 1.00 range, 39.3 into the .50 to .74 range, and 13.2 into the -.08 to .49 range.

The marginal totals for countries indicate that the countries with the highest percentage of correlations in the .75 to 1.00 range were the United States and Japan. The country having the highest percentage of correlations in the -.08 to .49 range is India.

Distribution of average cross-national reliability coefficients by total grade indicated that the 6th grade was in general the least reliable. However, Table M-6 shows that this was not the case for every country. Distribution of average cross-national reliability coefficients by Total SES demonstrated that there was no substantial difference in reliability between the two social classes.

TABLE M-4

PAR Reliability Study: Average Per Cent Agreement[a] of PAR Items by Country, Grade and SES

Rating	Country	SES 1			SES 2			SES Average		Grade Average			Total Aver (Across and SES
		4	6	8	4	6	8	1	2	4	6	8	
Aggressor's	United States	63.23	74.24	73.38	69.66	61.21	77.98	70.28	71.28	64.44	67.72	75.68	70.78
	Greece	61.55	68.30	68.50	72.85	64.82	57.10	66.11	64.92	67.20	66.56	62.80	65.61
	Italy	65.24	64.67	66.51	73.41	73.31	72.72	65.47	73.14	69.32	68.99	69.61	69.30
	India	61.15	66.90	58.00	67.90	58.84	54.95	62.01	60.56	64.52	62.87	56.47	61.28
	Denmark	64.33	44.50	50.26	70.33	72.15	55.03	53.03	65.83	67.33	58.32	52.64	59.43
	Japan	70.57	73.88	72.00	-	-	-	72.15	-	70.57	73.88	72.00	72.15
	Average Across Countries	64.34	65.42	64.72	70.63	66.05	63.58	64.86	67.17	67.48	65.27	64.08	65.61
Victim's	United States	52.47	65.35	58.90	60.27	63.04	72.46	58.90	65.25	56.37	64.19	65.68	62.07
	Greece	55.52	53.33	65.11	70.57	67.36	55.33	57.98	64.42	63.03	60.34	60.22	61.20
	Italy	49.24	57.37	50.50	64.51	61.68	70.51	52.55	65.53	56.87	59.47	60.50	59.04
	India	62.78	58.90	57.73	64.27	44.72	53.77	59.80	54.25	63.52	51.81	55.75	57.02
	Denmark	54.97	42.26	39.57	61.60	65.11	62.77	45.60	63.16	58.28	53.68	51.17	54.38
	Japan	60.11	76.66	75.45	-	-	-	70.74	-	60.11	76.66	75.45	70.74
	Average Across Countries	55.88	58.98	57.88	64.24	58.36	62.97	57.60	62.52	59.93	59.11	60.03	59.68

[a] "Per Cent Agreement" represents agreement within 1 deviation of perfect agreement on Test 1 and Test 2 for Ordinal Items.

TABLE M-5

PNI Reliability Study: Test-Retest Reliability Coefficients† by Country, Grade and SES

		SES 1						SES 2					
	Grade	4		6		8		4		6		8	
		Classroom		Classroom		Classroom		Classroom		Classroom		Classroom	
Items	Country*	A	B	A	B	A	B	A	B	A	B	A	B
1. Who obeys the teacher PT +	US	.82	.89	.93	.60	.69	.86	.90		.86		.91	
	GR	.87		.73		.74	.82	.58		.81		.56	
	IT	.22+	.89	.14+	.61	.56	.59	.87	.56	.63	.66	.80	.74
	IN	.64		.90	.72	.69		.59		.07+		.75	
	DN	.73		.21+		.67		.93		.82		.79	
	JA	.68		.40		.90	.88	-		-		-	
2. Who makes fun of the teacher PT -	US	.57	.86	.89	.92	.53	.94	.93		.94		.94	
	GR	.89		.81		.71	.80	.74		.96		.85	
	IT	.49	.87	.81	.63	.73	.75	.87	.63	.87	.89	.94	.86
	IN	.51		.87	.37+	.84		.64		.15+		.69	
	DN	.92		.74		.38+		.88		.82		.80	
	JA	.68		.62		.83	.54	-		-		-	
3. Who fights back if someone hits them first PP -	US	.50	.91	.75	.91	.63	.79	.92		.87		.87	
	GR	.79		.71		.68	.62	.83		.87		.57	
	IT	.61	.60	.47	.67	.82	.73	.80	.88	.81	.59	.62	.82
	IN	.36+		.67	.56	.29+		.51		.64		.71	
	DN	.90		.36+		.79		.78		.84		.73	
	JA	.72		.58		.79	.65	-		-		-	
4. Who disturbs the class while the teacher is giving the lesson PT -	US	.66	.71	.77	.90	.55	.83	.76		.94		.83	
	GR	.76		.75		.46	.53	.66		.78		.80	
	IT	.24+		.66	.53	.21+	.65	.78	.78	.68	.26+	.80	.82
	IN	.46		.47	.19+	.65		.64		.46		.47	
	DN	.82		.76		.63		.77		.83		.86	
	JA	.71		.13+		.74	.68	-		-		-	
5. Who gets along with children PP +	US	.74	.85	.79	.96	.73	.86	.93		.92		.88	
	GR	.78		.89		.65	.75	.70		.89		.83	
	IT	.57	.79	.73	.70	.62	.87	.82	.93	.72	.88	.79	.80
	IN	.49		.70	.65	.72		.60		.38		.74	
	DN	.64		.69		.55		.86		.93		.85	
	JA	.76		.08+		.84	.66	-		-		-	

*Country key

US	United States	IN	India
GR	Greece	DN	Denmark
IT	Italy	JA	Japan

†Pearson Product Moment correlations based on rank order data

+Not significant at the .05 level

TABLE M-6

Percentage of PNI Reliability Coefficients Falling Within Specified Ranges by Item and Classroom for each Country, Grade and SES Level[a]

Range of correlations		4	6	8	SES 1 Totals	4	6	8	SES 2 Totals	Country Totals
.75 - 1.0	US	50(5)	90(9)	50(5)	63.3	100(5)	100(5)	100(5)	100.0	81.7
	GR	100(5)	60(3)	30(3)	63.3	20(1)	100(5)	60(3)	60.0	61.7
	IT	33(3)	10(1)	30(3)	24.3	80(8)	40(4)	80(8)	66.7	45.5
	IN	0(0)	20(2)	20(1)	13.3	0(0)	0(0)	20(1)	6.7	10.0
	DN	60(3)	20(1)	20(1)	33.3	100(5)	100(5)	80(4)	93.3	63.3
	JA	20(1)	0(0)	50(5)	23.3	-	-	-	-	23.3
		50.5	46.7	43.3	46.8	52.0	52.0	56.0	53.3	47.6
.50 - .74	US	50(5)	10(1)	50(5)	36.7	0(0)	0(0)	0(0)	0.0	18.3
	GR	0(0)	40(2)	60(6)	33.3	80(4)	0(0)	40(2)	40.0	36.7
	IT	33(3)	70(7)	60(6)	54.3	20(2)	50(5)	20(2)	30.0	42.2
	IN	40(2)	50(5)	60(3)	50.0	100(5)	20(1)	60(3)	60.0	55.0
	DN	40(2)	40(2)	60(3)	46.7	0(0)	0(0)	20(1)	6.7	26.7
	JA	80(4)	40(2)	50(5)	56.7	-	-	-	-	56.7
		33.8	35.0	50.0	39.6	48.0	22.0	36.0	35.3	39.3
(-.08) - .49	US	0(0)	0(0)	0(0)	0.0	0(0)	0(0)	0(0)	0.0	0.0
	GR	0(0)	0(0)	10(1)	3.3	0(0)	0(0)	0(0)	0.0	1.7
	IN	33(3)	20(2)	10(1)	21.0	0(0)	10(1)	0(0)	3.3	12.2
	IT	60(3)	30(3)	20(1)	36.7	0(0)	80(4)	20(1)	33.3	35.0
	DN	0(0)	40(2)	20(1)	20.0	0(0)	0(0)	0(0)	0.0	10.0
	JA	0(0)	60(3)	0(0)	20.0	-	-	-	-	20.0
		15.5	18.3	6.7	13.5	0.0	26.0	8.0	11.3	13.2

[a] Figures in parenthesis indicate frequency counts. Non-parenthesis figures represent percentages calculated from the frequency counts.

The PNI was the most reliable of the three instruments, even when reliability was analyzed item by item. The most reliable countries were the United States and Japan, and the least reliable was India. There were no differences in reliability between the two social classes, but the 6th grade was generally less reliable than the other two grades.

Interview Coding Reliability

The reliability study on the interview was designed to determine the coders' tendency to remain unbiased and consistent and to test the coding categories to determine whether their form precluded ambiguous interpretation and whether classifications were discrete rather than over-lapping. Reliability checking facilitated early correction of discrepancies in national and international coding and, as a gauge of concurrence and uniformity, bore on the validity or generality of the conclusions from the coded interview data.

Sample Description for Interview Reliability. The reliability sample consisted of six subjects from each country in the cross-national project except for the United States which, because of the treatment of Negro and Caucasian subjects as separate cultures, had six Negro and six Caucasian subjects. The subjects were selected from each grade in each country in a manner which provided that two subjects from the same grade were non-identical in sex and SES. Subjects' interviews were selected from a larger sample of twelve representative interviews translated into English and collected from investigators at the Copenhagen Conference, August, 1966. Table M-7 gives the specific distributions by sex, SES, and grade of the subjects in the reliability check.

Insert Table M-7

Procedure: Development of Coding Categories. Coding categories for the responses to the 22 questions selected for analysis were based on an integration and exchange of codes from the participating countries. The codes evolved as a result of a series of exchanges, conferences, and reliagility checks on intra- and inter-country coding of the basis 12 interviews from each country that had been translated into English. The reliability study of the interview was designed to check on the reliability of the coding procedures and to

TABLE M-7

Interview Reliability Study: Distribution of Reliability Sample by Country, Grade, Sex, and SES

Country	Grade	Sex	SES
Greece	4	M	2
		F	1
	6	M	1
		F	2
	8	M	2
		F	1
India	4	M	2
		F	1
	6	M	1
		F	2
	8	M	2
		F	2
Italy	4	M	1
		F	2
	6	F	1
		M	2
	8	M	1
		F	2
Japan	4	M	1
		F	2
	6	F	1
		M	2
	8	M	1
		F	2
Denmark	4	M	2
		F	1
	6	M	1
		F	2
	8	M	2
		F	1
U.S. Caucasian	4	F	1
		M	2
	6	M	1
		F	2
	8	M	2
		F	1
U.S. Negro*	4	F	2
		M	1
	6	F	1
		M	1
	8	F	2
		M	2

pretest coding categories for cross-cultural applicability and comparability. The basic reliability check was done in the U.S. in several stages. The staging was designed to insure maximum understanding of the categories and to facilitate detection of possible difficulties and ambiguities in the instrument early enough so that changes could be made and relayed to coders before cross-national coding commenced.

The first set of codes refined in the U.S. were originally sent to cross-national investigators to be used in their reliability coding. Then, three American coders, coding the same four interviews, noted difficulties or ambiguities encountered in the coding format. An initial set of reliability calculations done for pairs of coders revealed a range of 69% to 78% agreement. Numerous questions and suggestions for changes in the coding were indicated. Therefore, the U.S. coders and the U.S. researchers reviewed suggested changes and made certain revisions in the coding categories. This resulted in a second revised coding system. These coding categories were again sent to the cross-national investigators to use as a further check to develop reliable coding categories. The three U.S. coders then used this second coding system to code ten U.S. interviews selected so that no two subjects exhibited the same sex-SES-grade-ethnicity configuration. The reliability calculations showed about the same agreement found in the prior coding system. The range of agreement was from 70% to 75%, despite incorporation of some changes.

Because of this somewhat low, though minimally acceptable, reliability it was thought that the discrepancies in coding might have arisen from varying interpretations by the coders of the categories. Misunderstandings of terms and categories were further clarified and a third, revised category system with more uniform interpretations was devised. Using this third edition, six interviews were then recoded by the three U.S. coders. The new reliability percentages reflected greater uniformity of interpretation of the coding categories. The new reliability percentages across the total interview ranged from 80% to 85%.

Each country used these coding categories to code the twelve basic interviews, keeping SES, sex, and grade tallies separate according to the design. Each investigator was instructed to note difficulties in applying the coding categories to the interviews and to submit these observations as well as a list of any variation in the codes. After the cross-national reliabilities were calculated and the U.S. coding checks were completed, this final coding system was established.

Midway through the American coding a supplementary reliability check was done on three randomly selected interviews for two coders. The reliability for the total interview was 88%. Despite independent coding done by both, obviously there was no perceptible "drift" in interpretation and coding. To maintain a further check on the U.S. and other national investigators and because the coding categories used in reliability calculation were slightly different from the categories to be used in actual coding, every seventh interview was arbitrarily designated a reliability interview on which a two coder reliability check was performed for each country. A copy of the final version of the coding categories used to analyze the interview responses in selected questions is contained in the Appendix.

Results by Per Cent Agreement. The reliability checks for the interview were conducted at two levels: intra-country and inter-country. In both instances the reliability of the coders and categories were evaluated by using the same interviews in translation. Original plans for calculating reliability called for two to four coders. Reliability was determined by comparing the judgment agreement rates between the possible pairs of coders. More specifically, after national investigators (intra-country) coded their translated interviews, three U.S. coders (inter-country) coded six of the 12 interviews submitted from each country and reviewed at Copenhagen as the bases for general code categories. Agreement figures were calculated between pairs of coders. Besides diminishing the problem of multiple coding exaggerations, this method also allowed a check on individual coders which would be impossible in a single three- or four-coder calculation.

The actual numerical procedure for reliability called for calculations of coder agreement for each individual interview and of average agreement across the number of cases for each country. On individual interviews, responses of pairs of coders were compared. An agreement percentage was calculated for each interview coded in common by dividing the number of judgments agreed upon by the total number of judgments.

Reliabilities were calculated in several ways. First, there was the percentage agreement for the whole interview, including all categories and all judgments. A second reliability figure was calcualted on all the categories and all judgments on which there was a basic agreement that a codable response was given; that is, excluding those judgments coded "No Response," "Response Not Applicable," and "Don't Know." Since these categories were consistently coded "No Response," i.e., question not asked or question not answered, omitting their misleading agreement lowered reliability percentages somewhat, but also gave a truer reliability figure, based on the number of agreements among the real coding judgments of actual responses. A third reliability figure was also calculated based on the non-codable responses. It measured, in effect, how often coders agreed that a response was not codable, i.e., both judgments were in the "No Response," "Response Not Applicable" or "Don't Know" categories as opposed to one judgment being among the codable responses and the other among the non-codable responses. These three reliability calculations are presented in Table M-8.

TABLE M-8

Interview Reliability Country by Country
by Per Cent Agreement

Countries	No. Coders	No. of Interviews	Total %	Codable Responses %	Non-Codable Responses %
U.S. Caucasian	3	6	71-80	68-73	77-84
U.S. Negro	3	6	75-82	70-77	83-91
Greece[a]	3	6	74-79	71-78	78-84
Denmark[b]	3	6	73-81	69-74	77-87
India	3	6	63-83	51-81	64-88
Italy	3	6	72-79	64-74	79-86
Japan	3	6	53-78	63-86	31-87

[a] Greek interviews were coded by two American coders and by one bi-lingual Greek-American coder who served both as the third American coder in the American-cross-national reliability check and as the Greek coder in the American-Greek reliability.

[b] For the country by country reliability check, three U.S. coders and one non-U.S. coder were compared on the interviews they coded in common in pairs. Since one U.S. coder coded only three non-U.S. interviews for ecah country (with the exception of Greece), there were three pairs of 6-interview reliability figures and three pairs of 3-interview reliability figures for each country with the exception of the U.S.A. and Greece.

Another supplementary reliability calculation was performed using the same method for the pairs of American coders across all countries for all reliability interviews. This was a gauge of over-all reliability for the instrument as well as a test of general coder concurrence. Agreement rates ranged from 74% to 80%, averaging 77% totally for 42 interviews.

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*[FN: One problem on cross-national reliability was the omission of No Response coding for un-asked question. In most cases (Italy, Japan, India), a No Response was assumed in calculating reliability until confirmed by memo from the foreign investigator that an un-used or unreported category meant that "a question was not asked or was not answered."

In India and Japan Question 74 translated was (Which is worst--to hit, steal from or say something bad about a person?) in such a way that ranking was not done. Hence, Section VIII was non-codable in the interview coding format and both sets of reliability calculations omit VIII from consideration. The Indians, in addition, created their own categories for VIII.]

APPENDICES FOR THE METHODOLOGY CHAPTER

FIGURE M-1

Questions for Determining Socio-Economic Status
(Scale based on Chicago Tribune Census)

When your father works, he has a certain kind of job. (Circle the number beside the answer that comes closest to describing what your father's job is or was like.)

1. He works at odd jobs--anything he can get. (Dishwasher, coal peddler, janitor, junk collector, day laborer.)

2. He works in a factory, mill, or at some other job where he works with his hands. (Construction worker, truck or cab driver, machine operator, freight loader, delivery man.)

3. He works with his hands in a job that takes a long time to learn. (Carpenter, electrician, plumber, TV repairman, barber, railroad conductor, automobile mechanic.)

4. He works in a store or office for somebody else, works for the government, or is in charge of other workers in a factory. He usually wears a white shirt and tie or uniform to work. (Salesman, post office clerk, bookkeeper, factory foreman, policeman.)

5. He works in an office or company where he is in charge of other workers. He owns a small store or business. He has had some special training. (Office manager, department head, factory superintendent, owner of a gas station, laundry, grocery, or shoe store.)

6. He works at a job which requires many years of college and also special training. (Doctor, lawyer, teacher, engineer, architect, chemist, airplane pilot.)

7. He owns a large business or factory. (President, chairman of the board.)

8. My father doesn't have a job. He is not working now.

9. I don't know what my father does.

When your mother works, she has a certain kind of job. (Circle the number beside the answer that comes closest to describing what your mother's job is or was like.)

1. She works at odd jobs--anything she can get. (Cook, dishwasher, maid, scrub woman.)

2. She works with her hands at a place like a small store, restaurant, or factory. (Machine operator, waitress, grocery clerk, assembly-line worker.)

3. She works with her hands at a job which takes a long time to learn. (Nurse's aide, beauty operator, seamstress, dress cutter, switchboard operator.)

4. She works in a store or office for somebody else at a job which took her some time to learn. She usually wears a dress and high heels to work. (Secretary, typist, sales clerk, bookkeeper, bank clerk, laboratory technician, commercial artist.)

5. She works in an office or company where she is in charge of other workers. She owns a small store or business. She has had some special training. (Accountant, registered nurse, librarian, buyer for a large business or department store.)

6. She works at a job which requires many years of college and also special training. (Doctor, lawyer, school teacher.)

7. She owns a large business or factory. (President, chairman of the board.)

8. She is not working outside of our home now. She does housework only in our home.

9. I don't know what my mother does.

[FN: The questions in Figure M-1 are the United States version. Modifications were made in some countries to adapt to national norms.]

FIGURE M-4

Picture Aggression Rating Instructions

Each of you has received a booklet filled with pages that are all the same. (Format 1 booklet: you will observe that the odd-numbered pictures or questions are on the left-hand side of the booklet and the even on the right.) (Format 2 booklet: You will observe that the odd-numbered pictures appear on one color paper and the even appear on the second color paper.) This will help you to keep track of where you are, but we will always read the number of the picture that we are going to ask you about. In a little while I am going to show you some pictures, and I want you to tell me what you think of each picture by marking on the page that goes with the picture. I will tell you the number of the picture so that you can check it in the right-hand corner. In that way we can stay together.

Before we begin, let's make sure that the number at the top of the page matches the one at the bottom. The numbers in both places should have six (seven) different numerals in them. If the six numbers at the top of the page do not match or correspond to the six numbers at the bottom of the page in the space called "Code No.," please raise you hand and we will try to help you. If the six-digited number at the top of the page matches the six numbers at the bottom of the page, then please tear off the bottom part of the first sheet which contains your number and your name.

Now let me explain a little bit about how your booklet works. In the middle of each page are two long figures. Beside each of these figures is a number. The top one has a number 1 by it, and the bottom one has a number 2 by it. Below each box there are some words written which you can use to tell us about each picture. Below these boxes and words is a number for each box. As you can see, the wrongness in each box increases as we go from left to right, just as the numbers increase from left to right. Box 1 has the words "Not at all wrong" and box 7 has the words "Absolutely wrong" under it.

In a little while I'm going to show you some pictures, and I'm going to ask you to rate each one of these pictures twice. I'm going to ask you to draw a circle around the number under the words that come closest to the way you feel about the picture.

Each picture shows two people, and as I said before, there are two scales to be rated on each page. The first scale, or rating 1, will be the one where you tell me about the wrongness of the first person I ask about, and the second scale, or rating 2, will be the one where you tell about the wrongness of the second or other person that I ask about. I will tell you each time which person you are to rate and which scale, but you must pay attention so that you will be sure to hear what I say.

You are to tell what you think, i.e., make your rating, by drawing a circle around the number under the box which comes closest to how wrong you think the person in the picture is. Circle only one number on each scale or rating. That means if you are working on rating 1, circle only one number under the boxes. If you want to change your answer, make a wavy line through the circled number which you now think is not correct. Let me show you what I mean. (Demonstrate.) Remember, you must circle only one number under a box for each rating. You will be given a chance to circle a number for rating 1 and a number for rating 2 for each picture. Remember also, you must look at only your booklet because there are no right or wrong answers; there are only your answers. I will be asking you two questions about the picture, and I will call these questions "Rating 1" and "Rating 2."

Before we start, however, I want to show you three pictures so that you will have an idea of the kind of pictures you will see. Most of the pictures you will see will have girls and boys, teachers, policemen, mothers, and fathers in them. Some of the pictures will look very similar, but all of them are very different. In addition to pictures with mothers and fathers, teachers, policemen, boys and girls doing things with and to each other, I am also going to show you some pictures of classrooms and children in other countries, who will also be working in the same way you are.

Now let's look at some of the pictures which will appear again later. Do not draw any circles or make any marks in your booklet now. These pictures are only examples. Here is the first example picture. (Number 14, "This is a policeman scolding a girl.") Here is the second example picture. (Number 16, "This is a boy scolding his father.") And here is the third. (Number 26, "This is a boy hitting a girl.") (It is important that the examiner or administrator not ask the children to give a judgement of the three example pictures, nor should he give a judgement himself.) Now you have seen the three pictures; you have checked your code number, and torn off the bottom part. We are now ready to hear the description of the picture, its number, and to begin answering the two questions and making the two ratings on each picture. (The examiner begins to show the pictures, using the number on the order of presentation list. He continues describing the pictures and asking the children to rate the pictures, first asking about the wrongness of the aggressor, i.e., the left-hand figure, and then asking about the wrongness of the victim, i.e., the right-hand figure. The questions he uses are "How wrong is the aggressor?" and "How wrong is the victim?" If the pictures are in the proper order, the left-hand figure will be the first one described in the picture and will be rated as aggressor. For example, on picture 1 the examiner reads "Picture 1, 'This is a father scolding his son.' Rating 1, how wrong is the father? Draw a circle around the number that comes closest to your answer. Rating 2, how wrong is the son? Draw a circle around the number that comes closest to your answer.")

[FN: In Japan, the graphic format of the rating scale was changed slightly by removing the shading and removing the top lines. The instruction (descriptive sentence) "on the person in the right side" for the aggressor and "on the person in the left side" for the victim were also added and the pictures presented in a "fix side" arrangement. Further details on this variation are available from the Jananese investigator.]

FIGURE M-5

Peer Nomination Inventory Instructions

You have a booklet with a list of the names of all the people (children) in your class. There is one column for the girls and one column for the boys. The pages are different colors. The odd-numbered pages are one color (name color) and the even-numbered pages are another (name color). These different colored pages will help you keep track of where you are and of the number of the question. These colored pages will also help you so that you will not skip any questions or pages. Each page also has a place for you to write the number of the question. We will tell you the number of the question we are working on and then you put the number in the space provided.

We will ask you some questions about each other. There will be one question for each page. The way to answer the question is to cross out (circle or underline) the name of the person or persons best described by the question--you know, best described by what we read to you. Remember, write the number of each question at the top of each page in the space provided. As we go along, you can check to see if you are on the right page by checking to see if the page number and the question number are the same. If you get mixed up, raise your hand and let us know. (Pause.)

The first question is number 1, "Who are you?" Write a "1" on the top of the page in the space provided for the number of the question and then cross out your own name (circle your own name or underline your own name) on the list. From now on do not cross out (circle or underline) your own name, only the names of other children.

Now turn to the second or next page. What color is it?

(Pause--wait for the response and be sure that the color name corresponds to the convention adopted regarding odd-numbered and color-coded pages.)

The next question is 2. Be sure to write the question number at the top of the page in the space provided. The question is, "Who do you know very well?" Cross out (circle or underline) the names of all the children whom you know very well. (Use these two questions to make sure the children understand the questions and the directions for answering the question.)

On the rest of the questions we want you to cross out (circle or underline) the names of all the children who fit the question, that is, described by the question. Do not cross out (circle or underline) your own name on any more questions. You may cross out (circle or underline) as many or as few classmates or persons in your class as you like, but you may not cross out your own name on any other question.

(The examiner reads each question in full, "Write the number in the space provided on the page and cross out (circle or underline) all the names of the children who are described by the question.")

FIGURE M-5

Peer Nomination Inventory Answer Sheet

Question Number____

GIRLS

01 MARIE-THERESE BARRETTE
02 PAMELA BROWN
03 PATRICIA ANN CLARK
04 JOYCE DONOVAN
05 MARY HENDRICKSON
06 MARY LOU JACKLE
07 JANICE KELLEY
08 KATHERINE MAURATH
09 DIANE MORGAN
10 GAIL MUNDY
11 JULIE NACHTMANN
12 DEBORAH L. PRICE
13 MARY SCHILLING
14 KATHLEEN RUFTE
15 LINDA VALENTINE
..
..
..
50

BOYS

51 JOHN BAYNE
52 DAVID LEE BRADY
53 STEVEN EMBERTON
54 DAVID GENTILLE, JR.
55 TIM GILLES
56 STEVE GRIERSON
57 ROBERT D. HALBICK
58 MICHAEL KELLY
59 JIM KOEHNEMANN
60 TIM LEONBERGER
61 ALEX MARFORT
62 TOM MILLER
63 KENNETH MORTON
64 ROBERT NADARSKI
65 GEORGE SCHLOSSER
66 MICHAEL SULLIVAN
67 THOMAS SWIFT
68 TERRY WALLACE
69 GREG WEST
..
..
..
99

END DECK_____

Pilot Studies I and II

To assure cross-cultural comparability in methodology and facilitate instrument revision, two pilot studies were undertaken before the field study. The results of the first pilot study were the topic of the initial cross-national conference in Milan in March, 1965; the results of the second of a cross-national conference in Athens in August, 1965. During the pilots, children noted unclear or difficult questions on the group-administered instruments. Investigators encouraged classroom discussion of the instruments; selected classroom teachers and children were asked about the aptness, relevance, and meaningfulness of the questionable items.

The interviews administered in the pilot studies were radically different than those administered in the field study. Their primary aims included determination of question difficulty or relevancy, adequacy of translation, and detailed understanding of children's responses and interpretations to the questions. The interviewed groups constituted approximately 10 per cent of each pilot sample. Each included high and low I.Q.'s, compliant and defiant personalities, boys and girls, and high and low SES. General and specific questions were asked about the instruments and the test situation, e.g., 1) Which test was the most fun to do?, 2) Did you find the (instrument) easy or hard to answer?, 3) Was there any question you really did not like?, 4) Did you answer the way you really felt?, 5) Were there times when you just put down any answer because you didn't care or were tired?, 6) Did you feel you didn't understand any of the questions or just some of the questions?

Children also described their encounters with and feelings about authority figures like the police, government, teachers, parents, ministers, priests or rabbis. Some of the questions used were: 1) Do you know any policemen (priests, teachers, and so on)?, 2) Where did you meet them?, 3) What kinds of things do they talk about to you?, 4) What do you think the policeman should say to you?, 5) Do your parents talk about the policeman (teacher, minister) at home?, and 6) What do you say about them (i.e., policeman, teacher, priest)? The subjects suggestions were invited by asking: 1) How would you change the (instrument)?, 2) What particular words did you find hard to understand?, 3) Can you think of another way of getting at some of these ideas and questions?, 4) Is there anything that you want to say about the policeman, the teacher, your parents, etc., that the (instrument) has not covered?

The pilot interviews provided basis for subsequent revisions; the results of the pilot studies another one. Univariate (means, percentages, distributions) and bivariate (intercorrelations and factor analysis) statistics were obtained in all pilot data. Final decisions on all instruments except the interview were made at the 1966 Athens conference. Pilot study reports are available on request from individual national investigators.

FIGURE M-6

Interview Coding

The following is the cross-national code for those sections selected as the most important. The following topics have been selected:

I Concept of Rules and Laws (Q. 5, 6, 7)
II Justice of Rules and Laws (Q. 16, 17)
III Breakability vs. Non-Breakability of Rules and Laws (Q. 42, 75a, 66b)
IV Consistency vs. Inconsistency of Rules (Q. 11, 12, 13, 14)
V Functions of Rules (Q. 18)
VI Power to Enforce Rules and Laws (Q. 30, 32)
VII Inevitability of Detection (Q. 43, 45, 46, 47, 48)
VIII Which is Worst Deviation? (Q. 74)
IX Justice of Punishment (Q. 54, 59)

The attached outline is arranged so that Roman numerals refer to conceptual sections described above, capital letters refer to specific questions or combinations of questions, and arabic numerals refer to response alternatives. The response category "don't know" is abbreviated as DK and is always assigned the number 9. The response category "response not applicable" is abbreviated as RNA and is always assigned the number 10. The response category "no response" is abbreviated NR and is always assigned the number 0.

General Coding Instructions

In view of the number of subjects and the problems of translation, it is important to view responses carefully but flexibly, and to identify the core or central meaning, not the varieties of their expression. Sometimes this will be the first response given by the child. At other times children may begin with confused or peripheral responses and give their main answer later. Try to identify one answer per child for each question and avoid multiple tallies where possible. However, if the child gives a categorical "yes" or "no" response, followed by a more detailed answer, ignore the categorical response in favor of the more specific response or responses. (Example: In section IIIA, ignore alternatives IIIA1 or IIIA2 in favor of alternatives IIIA3, 4, 5 or 6.) Consider examples as more specific answers.

Code "don't know" (DK) only when the child says don't know or when the answer is clearly confused. Code "no response" only when the child did not answer the question or when the question was not asked. If the child gives a meaningful answer that cannot be coded in one of the listed alternatives, code it as "response not applicable." We have developed the cross-national codes from an inspection of the national codes and we hope we have included all of the important alternatives. However, if you find that children are frequently giving an answer or answers which are similar or the same in content and which cannot be coded in one of the existing codes, add categories for these answers and assign them numbers falling between the last number assigned to the list alternatives and the number 9, designating "don't know." (Example: In section IIIA the numbers 7 and 8 are not used.) If absolutely necessary assign numbers above 10 (i.e., 11, 12, 13) for additional response categories. **DO NOT ASSIGN ANY NUMBER USED IN THE CROSS-NATIONAL CODES FOR ADDITIONAL RESPONSE CATEGORIES.** Use additional categories only if they appear frequently and are conceptually clear. Remember that in a project of this scope meaningful general trends are more important than idiosyncratic or extranious responses. **IF YOU ADD ADDITIONAL CATEGORIES NOTIFY US OF THE CATEGORY CONTENT AND ASSIGNED NUMBERS AT ONCE.**

To eliminate the necessity of retracing the responses several times, use the subject's assigned number instead of a check mark or tally to indicate his response to a given question. In this way, it will be possible to trace the pattern of a given subject's responses to all questions, without having to go through the material again. Please tally by sex, social class, and grade so that subtotals can be summed. A response may be tallied in more than one category, as many of the categories are not mutually exclusive. Multiple responses may also be tallied in more than one category. **PLEASE SEE ENCLOSED EXAMPLE OF CODE TALLY SHEET.**

Example of use of tally sheet: For section I, the notations IA1, IA2 --- through IE3 would be entered in the category column at the left of the tally sheet. IA1 would appear in the first row, IA2 in the second row and IE3 in the last row. The code numbers for each child would then be entered in the appropriate boxes. The total numbers of responses would be summed for the sex, SES and grade sub-totals and totals. The national totals for each category will be entered in the right hand column.

Copies of the coding sheets, including the subject numbers and totals should be sent to the Chicago office.

Since multiple responses by children will cause difficulties of analysis please also send us a tally of the number of children in each sample group giving multiple answers. This information should be reported in the final write-up.

Please note that when a question category, as designated by capital letters, includes more than one question (e.g. IIA, IIIA, IIIB, IVB, IVC, IVD) you consider the responses to all included questions under the single question category, and code them together.

In a number of sections similar questions are coded with the same response alternatives (e.g., IXA, IXB, IXC, IXD). This should simplify the coding procedure.

Where ever the interview instructions said to repeat a set of questions about rules for the concept of laws, if the child made a distinction, we have repeated the codes in order to avoid conceptual confusion (i.e. ID, IE, IIIC, IIID, IVE, IVF, IVG, IVH). We realize that in most cases these additional categories will not be used. Use them only if the child makes the necessary distinctions between rules and laws. If the distinction is not made, code the responses under the rules section.

Specific Coding Instructions

Section II: There are no coding categories for unfair rules. Code all answers in terms of fair rules. Reinterpret answers about unfair rules to reflect their opposite implications for fair rules.

Section IV: Code answers such as "Children must go to school" as IVC4 Rules of School.

Section VI & IX: If child combines figures as first or last choices, double code the responses in first or last place. (Example: If child answers "parents" as first choice, code both "mother" and "father" as first choice.)

Section IX A, B, C, D: Code the answers ts these sections only for the child's own sex (Questions 54 and 59).

Initial Reliability Check

The following reliability instructions represent a modification of the Copenhagen procedures.

Intra-Country: The investigators in each country should assign one coder to code the selected questions for the 12 translated interviews. The code sheets for these interviews, the tally for each response category and any comments on coding procedure and coding problems should be sent to the Chicago office as soon as they are completed.

Inter-Country: Coders in the United States will code these same interviews in translation. We will then assess the overall reliability between the national coders and the U.S. coders. If particular response categories prove to be unreliable they will be dropped or revised. Therefore, investigators should not proceed with additional coding until they have further instructions on revised coding procedures.

The aim of this initial reliability check is twofold:
1) to check on the reliability of coding;
2) to pretest the coding categories. Therefore, the coding of these 12 interviews should be done as soon as possible so that the reliability can be assessed and categories revised. If investigators have not sent copies of their 12 translated interviews to the Chicago office, this should be done as soon as possible.

Subsequent reliability check procedures will be worked out after an analysis of the reliability of these 12 interviews from each country.

Tally Sheet
SES 1 = Low SES
SES 2 = High SES
TB = Total Boys
TG = Total Girls

Put the project number (Y18) and country on all tally sheets returned to the United States.

n.b. Working tally sheet may be larger than enclosed version.

FIGURE M-6

Interview Questions

I. Concept of Rules and Laws (Question 5, 6, 7)

What is a rule? (Qu. 5)

. A rule involves a demand for obedience or compliance.

I A 1 General statement, not codable under categories 2 and 3 below. (Examples: "A rule is something you have to follow." If the child's example and discussion make the meaning more specific, code below, if possible.)

I A 2 A rule or law is a duty, a provision, or a regulation for the benefit of people, which has a reason and governs behavior. (Example: "The things which are made to maintain the order of home and society" or "It's something your parents or teachers or someone makes just to help things go along better.")

I A 3 A rule or law is a prohibition which indicates forbidden conduct and requires obedience. (Example: "A rule tells you things you shouldn't do like 'don't run in the halls at school' ").

I A 9 DK

I A 10 RNA

I A 0 NR

Disregard of a rule has negative consequences. (Qu. 5)

I B 1 General statement not codable under categories 2 and 3 below. (Example: "A rule is something to keep bad things from happening.")

I B 2 Breaking a rule may evoke punishment. (Example: "A rule is like something your parents tell you to do and if you don't, they spank you.")

I B 3 Breaking a rule may cause harm to a group or to individuals. (Example: "A rule is like having to stop at a stop sign so you don't hit a pedestrian or another car.")

I B 9 DK

I B 10 RNA

I B 0 NR

What is the difference between a rule and a law (Qu. 7)

I C 1 A rule is specific and restricted in its application by time, location: it is not universal in the society.
(Example: "A rule is something you have to do just when you're in school or at home.")

I C 2 A law is more general or comprehensive in its application than a rule.
(Example: "A law is something big that everyone has to do like drive on the right side of the road.")

I C 3 A rule is created or enforced by non-governmental authorities.
(Example: "A rule is something my parents or teacher tells me to do." "You get yelled at.")

I C 4 A law is created or enforced by governmental authorities.
(Example: "A law is made up by the president or Congress," "You get put in jail.")

I C 5 A law is in written form; it is codified.
(Example: "A law is something set.")

I C 6 There is no difference between a rule and a law.
I C 7 There is a difference between a rule and a law - not specified or not codable above.
I C 9 DK

I C 10 RNA

I C 0 NR

What is a law (Qu. 6)

I D 1 General statement, not codable under categories 2 and 3 below.

I D 2 A law is a duty, a provision, or a regulation for the benefit of people, which has a reason and governs behavior.

I D 3 A law is a prohibition which indicates forbidden conduct and requires obedience.

I D 9 DK

I D 10 RNA

I D 0 NR

Disregard for law has negative consequences. (Qu. 6)

I E 1 General statement not codable under categories 2 and 3 below.

I E 2 Breaking a law may evoke punishment.

I E 3 Breaking a law may cause harm to a group or to individuals.

I E 9 DK

I E 10 RNA

I E 0 NR

II. Justice of Rules (Question 16, 17)

What is a fair rule?

II A 1	A rule is fair if it affects everyone equally. A rule is fair if it benefits everyone. (Note: A response of a "rule is unfair if it doesn't treat everyone the same" would be placed here since it is merely the negative statement of the same idea. "It is fair if everybody has to follow it.")
II A 2	A rule is fair if it is created by a trusted authority figure (Examples: parents, teachers)
II A 3	A rule is fair if it favors someone who is inherently disadvantaged or innocent in some previous way. (Examples of younger or smaller children being given proirities.)
II A 4	A rule is fair if there is a justifiable reason for its creation. (Example: "A fair rule has some purpose, not just so we can have rules.")
II A 5	A rule is fair if the persons who must comply with it agree with it: (i.e., group consensus). (Example: Everybody agrees with them.)
II A 6	A rule is fair if it is congruent with an external system--religion, government. (Example: "A rule isn't fair if it makes you do something your church says you shouldn't.)
II A 7	A rule is fair if it is not arbitrary (in time or degree) to the advantage of the rule-maker. (Example: "It isn't fair if a big kid or captain keeps changing the rules of a game, depending on how his team is doing.")
II A 8	All rules are fair (absolute judgement).
II A 9	DK
II A 10	RNA
II A 0	NR

III. Breakability vs. Non-breakability (Questions 42a, b, c; 66a,b)

Is it ever all right to break a rule?

(Certain circumstances warrent breaking rules) (Qu. 42a,b,c)

III A 1	General statement not codable under 2-6 below. (Example: "Yes", sometimes.)
III A 2	No rule is breakable. (Child gives an unqualified "No" response.)
III A 3	A rule may be broken if it is unfair or too demanding. (Example: "Yes, if it's too hard or unreasonable.")
III A 4	A rule may be broken if it isless important than the reason for breaking it. A rule may be broken under special circumstances. (Examples: "Yes, if it's in self-defense." "Yes, in an emergency.)
III A 5	It is all right to break a rule but not a law.
III A 9	DK
III A 10	RNA
III A 0	NR

(Some rules are unbreakable) (Qu. 66 a, b)

III B 1	Child gives a "Yes" answer with an explanation that cannot be coded below. (There are some rules you always have to follow.)
III B 2	Some rules cannot be broken because they are rules of nature. (Example: 'We have to eat and sleep.")
III B 3	Some rules should not be broken because they protect the safety of oneself and others. (Example: 'We shouldn't ever break traffic laws because someone will get hurt.")
III B 4	Some rules should not be broken because they are enforced by reference group or authority--religion, government, parents. (Example: 'We shouldn't break laws against stealing because we'd have to go to jail.")
III B 5	No rule is unbreakable. (Any rule can be broken.)
III B 9	DK
III B 10	RNA
III B 0	NR

Is it ever all right to break a law?

(Certain circumstances warrant breaking laws) (Q. 42a,b,c)

III C 1 General statement not codable under 2-5 below.
(Example: "Yes", sometimes.)

III C 2 No law is breakable.
(Child gives an unqualified "No" response.)
(Some laws should not be broken)

III C 3 A law may be broken if it is unfair or too demanding.
(Example: "Yes, if it's too hard or unreasonable.")

III C 4 A law may be broken under special circumstances. A law may be broken if it is less important than the reason for breaking it.
(Example: "Yes, if it's an emergency." "Yes, if it's in self-defense.")

III C 5 It is all right to break a law but not a rule.

III C 9 DK

III C 10 RNA

III C 0 NR

(Some laws are unbreakable) (Qu. 66a,b)

III D 1 Some laws are unbreakable.
(Child gives a "Yes" answer with an explanation that cannot be coded below.)

III D 2 Some laws cannot be broken because they are laws of nature.
(Example: 'We have to eat and sleep.")

III D 3 Some laws should not be broken because they protect the safety of oneself and others.
(Example: 'We shouldn't ever break traffic laws because someone will get hurt.")

III D 4 Some laws should not be broken because they are enforced by reference group or authority--religion, government, parents.
(Example: 'We shouldn't break laws against stealing because we'd have to go to jail.")

III D 5 No law is unbreakable. (Any law is breakable.)

III D 9 DK

III D 10 RNA

III D 0 NR

IV. Consistency of Rules (Qu. 11, 12, 13, 14)

Are rules the same for boys and girls? (Qu. 11)

IV A 1	Yes, all rules are the same.
IV A 2	No, no rules are the same.
IV A 3	Some rules are the same and some are different. (Emphasis on rule itself) (Example: All children have to go to school. Boys have to open doors for girls.)
IV A 4	It depends upon the situation or circumstances. (Emphasis on circumstances) (Examples: Boys have more rules because they are more disobedient.)
IV A 9	DK
IV A 10	RNA
IV A 0	NR

Are rules the same for adults and children? (Qu. 12,13,14)

IV B 1	Yes, all rules are the same.
IV B 2	No, no rules are the same.
IV B 3	Some rules are the same and some are different.
IV B 4	It depends upon the situation or circumstances.
IV B 5	Rules are the same but enforcement depends on age.
IV B 9	DK
IV B 10	RNA
IV B 0	NR

What rules are inconsistent or different for boys and girls? (Use 14a, b, where relevant.)

IV C 1	Some rules differ for people of different ages and status (unspecified answer not codable under 2,3,4,5 below.)
IV C 2	Rules of family.
IV C 3	Rules of community, city, government.
IV C 4	Rules of school.
IV C 5	Children's rules, games, play, etc.
IV C 9	DK
IV C 10	RNA
IV C 0	NR

[illegible] rules are inconsistent or different
for adults and children? (Qu. 12a,b; 13a,b)

[illegible] D 1	Some rules differ for people of different ages and status (unspecified answer not codable under 2, 3, 4, 5 below).
IV D 2	Rules of family.
IV D 3	Rules of community, city, government.
IV D 4	Rules of school.
IV D 5	Children's rules, games, play, etc.
IV D 9	DK
IV D 10	RNA
IV D 0	NR

What rules are the same or consistent? (Qu. 11a,b; 14a,b)

IV E 1	Rules of family.
IV E 2	Rules of community, city, government.
IV E 3	Rules of school.
IV E 4	Children's rules, games, play, etc.
IV E 5	Rules of religion.
* IV E 6	Serious rules. (Examples: religious rules, murder)
IV E 9	DK
IV E 10	RNA
IV E 0	NR

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* Category IV E 6 will frequently be double coded with 1, 2, 3, 4, 5. I.e., religious rules would be coded IV E 6 and IV E 5. Murder would be coded IV E 6 and IV E 2.

Are laws the same for boys and girls?

IV F 1 Yes, all laws are the same.

IV F 2 No, no laws are the same.

IV F 3 Some laws are the same and some are different.

IV F 4 It depends upon the situation or circumstances.

IV F 9 DK

IV F 10 RNA

IV F 0 NR

Are laws the same for adults and children?

IV G 1 Yes, all laws are the same.

IV G 2 No, no laws are the same.

IV G 3 Some laws are the same and some are different.

IV G 4 It depends upon the situation or circumstances.

IV G 5 Laws are the same but enforcement depends on age.

IV G 9 DK

IV G 10 RNA

IV G 0 NR

What laws are inconsistent or different for boys and girls (or men and women)?

IV H 1 Some laws differ--unspecified.

IV H 2 Laws of family.

IV H 3 Laws of community, city, government.

IV H 4 Laws of school.

IV H 5 Children's laws.

IV H 9 DK

IV H 10 RNA

IV H 0 NR

What laws are inconsistent or different for adults and children?

IV I 1 Some laws are different for people of different ages and status (unspecified answer not codable under 2, 3, 4, 5 below).

IV I 2 Laws of family.

IV I 3 Laws of community, city, government.

IV I 4 Laws of school.

IV I 5 Children's laws.

IV I 9 DK

IV I 10 RNA

IV I 0 NR

What laws are the same or consistent?

IV J 1 Laws of family.

IV J 2 Laws of community, city, government.

IV J 3 Laws of school.

IV J 4 Children's rules, games, play, etc.

IV J 5 Serious laws.

IV J 9 DK

IV J 10 RNA

IV J 0 NR

V. Functions of Rules (Qu. 18, 18a, c, g)

Effects of no rules

What if there were no rules? (Qu. 18, 18g)

V A 1	Personal desires rather than principles would determine human action. (Example: "People would become selfish if they didn't have any rules. No one would work." "People would do what they wanted.")
V A 2	Private property and/or public facilities could not be maintained without rules/laws. (Example: "If there weren't any rules, people could come into your house, walk on your lawn...!" "Without rules people would throw trash in streets, cut trees in parks ....")
V A 3	There would be no regulation of wealth or property. (Example: "People would become very rich or very poor if there weren't any laws about taxes or jobs.")
V A 4	Non-criminal injury would increase. (Example" "If there weren't traffic laws, people would drive too fast and there would be many people hurt or killed.")
V A 5	Physical violence and crime would increase. (Example: "If there weren't any laws, people would steal from stores and rob people on the streets.")
V A 6	Anarchv, disorder and chaos would rule; societv would go backwards. (Example: "It would be a bid mess." "Without laws, people would become uncivilized.")
V A 7	Wars between countries would increase.
V A 8	It's impossible to imagine a world without laws. (Example: "The world would end.")
V A 9	DK
V A 10	RNA
V A 0	NR

What if there were no rules at home? (Qu. 18a)

V B 1	It would be a good situation if there were no rules at home. (Child gives a positive response such as "It would be fun.")
V B 2	A state of domestic anarchy would exist. (Child gives neutral response such as "Everyone would do what he wanted to.")
V B 3	Without rules, there would be a situation where parents would have to control each incident of behavior separately instead of setting a general code for conduct. (Example: "Children would still obey parents.")

V B 4	Necessary work would not get done if there were no rules. (Example: "The house would be a mess because I wouldn't have to clean up my room or take out the garbage...")
V B 5	The possibility of injury would increase. (Example: "Kids would get hurt if there weren't rules against playing with matches or knives or crawling up on the furniture.")
V B 6	Children would not develop into good people. (Example: "We wouldn't learn good manners" or "We wouldn't respect the rights of other people.")
V B 9	DK
V B 10	RNA
V B 0	NR

What if there were no rules at school (Qu. 18c)

V C 1	Children would not come to school.
V C 2	There would be no discipline or order. (Example: "Kids wouldn't know what to do. Everything would be confused.")
V C 3	There would be physical violence and fighting.
V C 4	Maintenance of the school building would be difficult. (Example: "Kids would throw paper on the floor, write on the desks and walls...")
V C 5	No learning would take place.
V C 6	Children would embarrass the teacher.
V C 9	DK
V C 10	RNA
V C 0	NR

VI. Power to enforce rules and laws (Qu. 30, 32)

Who can make you follow a rule or a law? (Qu. 30)

VI A 1	Father
VI A 2	Mother
VI A 3	Teacher
VI A 4	Police
VI A 5	Government officials
VI A 6	Relatives
VI A 7	Self
VI A 8	Other (i.e., all adults, friends, class monitor. Use only when not codable under 1-7 above.)
VI A 9	DK
VI A 10	RNA
VI A 0	NR

Who cannot make you follow the rules? (Qu. 32)

VI B 1	Strangers cannot make me obey (people not related to child by blood or community or institutional ties).
VI B 2	Younger children cannot make me obey (includes younger siblings).
VI B 3	Siblings cannot make me obey.
VI B 4	Peers cannot make me obey.
VI B 5	Those people who have no authority cannot make me obey.
VI B 6	Bad people cannot make me obey (people who do not follow rules themselves). (Example: The man in the car trying to get the child to go with him.)
VI B 7	No one. (The child makes statement such as "Anyone can make me obey.")
VI B 9	DK
VI B 10	RNA
VI B 0	NR

VII. inevitability of Detection (Qu. 43,45,46,47,48)

Does someone who breaks a rule always get caught? (Qu.43)

VII A 1	Yes. (Unqualified. The child may give examples of other children or himself getting caught breaking a rule.)
VII A 2	Most of the time. (Example: "Yes, unless the teacher isn't in the room" or other example of circumstances when it is possible to get away with breaking a rule.)
VII A 3	Sometimes.
VII A 4	No. (Unqualified. The child may give examples of other children or himself not getting caught.)
VII A 9	DK
VII A 10	RNA
VII A 0	NR

Do some children get away with breaking rules? (Qu. 45)

VII B 1	No, unspecified.
VII B 2	Yes, unspecified.
VII B 3	Yes, clever, sneaky, sly, devious, underhanded, "smart" people get away with it.
VII B 4	Yes, the intelligent, educated, experienced ones get away with it.
VII B 5	Yes, the lucky ones get away with it (due to chance).
VII B 6	Yes, the innocent, not responsible (i.e. little children) get away with it.
VII B 7	Yes, favored, high status persons (i.e. teacher's pet) get away with it.
VII B 8	Yes, when circumstances permit it; (e.g. lack of parental control, when the rules are less strict, when authority does not enforce rule, person caught but not punished).
VII B 9	DK
VII B 10	RNA
VII B 0	NR

Do some adults get away with breaking rules? (Qu. 46)

VII C 1	No, unspecified.
VII C 2	Yes, unspecified.
VII C 3	Yes, clever, sneaky, sly, devious, underhanded, "smart" people get away with it.
VII C 4	Yes, the intelligent, educated, experienced ones get away with it.
VII C 5	Yes, the lucky ones get away with it (due to chance).
VII C 6	Yes, the innocent, not responsible (i.e. little children) get away with it.
VII C 7	Yes, favored, high status persons (i.e. teacher's pet) get away with it.
VII C 8	Yes, when circumstances permit it; (e.g. lack of parental control when the rules are less strict, when authority does not enforce rule, person caught but not punished).
VII C 9	DK
VII C 10	RNA
VII C 0	NR

Do girls get away with breaking rules more than boys? (Qu. 48)

VII D 1	Boys and girls get away with it equally.
VII D 2	Boys get away with it more than girls.
VII D 3	Girls get away with it more than boys.
VII D 4	No
VII D 9	DK
VII D 10	RNA
VII D 0	NR

Do children get away with breaking rules more often than adults? (Qu. 47)

VII E 1	Adults and children get away with it equally.
VII E 2	Adults get away with it more than children.
VII E 3	Children get away with it more than adults.
VII E 4	No
VII E 9	DK
VII E 10	RNA

VIII. Which is Worst? (Question 74)

Which is worst--to hit, steal from or say something bad about a person?

(Note: Response is a ranking of the worst one)

VIII A 1	It is worst to hit another person.
VIII A 2	It is worst to steal from another person
VIII A 3	It is worst to say something bad about (malign or calumniate) another person.

(If the child gives equal ranking to two responses, record in categories below.)

VIII A 4	Responses 1 and 2 above.
VIII A 5	Responses 1 and 3 above.
VIII A 6	Responses 2 and 3 above.
VIII A 7	Responses 1, 2 and 3 are equal.
VIII A 9	DK
VIII A 10	RNA
VIII A 0	NR

IX. Justice of Punishment (Questions 54,55)

Who is it worst for you to be punished by?

IX A	First choice: (if possible code the most important authority figure below)
IX A 1	Father.
IX A 2	Mother
IX A 3	Teacher
IX A 4	Policeman.
IX A 9	DK
IX A 10	RNA
IX A 0	NR
IX B	Last choice: (if possible code the least important authority figure below)
IX B 1	Father
IX B 2	Mother
IX B 3	Teacher
IX B 4	Policeman
IX B 9	DK
IX B 10	RNA
IX B 0	NR

Who is it worst for you to punish? (Qu. 59)

IX C	First choice:
IX C 1	Father
IX C 2	Mother
IX C 3	Teacher
IX C 4	Policeman
IX C 9	DK
IX C 10	RNA
IX C 0	NR
IX D	Last choice:
IX D 1	Father
IX D 2	Mother
IX D 3	Teacher
IX D 4	Policeman
IX D 9	DK
IX D 10	RNA
IX D 0	NR

IX E	Why is it worst to be punished by person listed as first choice in IX A? (Qu. 54a)
IX E 1	It is the person with the most power.
IX E 2	It is the person who gives the most severe punishment, is not lenient, will not forgive you, will be insulted.
IX E 3	It is the person you love the most, feel most sorry.
IX E 4	It is the person you should respect the most, they are elder, they are right.
IX E 5	It is the person related to you.
IX E 6	It is the person not related to you.
IX E 7	It is the person who loves you, helps you, is responsible for you.
IX E 8.	It gives a bad reputation to be punished by this person (is public, embarrassing, shameful).
IX E 9	DK
IX E 10	RNA
IX E 0	NR

IX F	Why is it least bad to be punished by person listed as last choice in IX B? (Qu. 54a)
IX F 1	It is the person with the least power.
IX F 2	It is the person who gives the least severe punishment, is lenient, will forgive you, will not be insulted.
IX F 3	It is the person you love the least, feel least sorry.
IX F 4	It is the person you respect the least, they are not elder.
IX F 5	It is the person related to you.
IX F 6	It is the person not related to you.
IX F 7	It is the person who does not love you, does not help you, is not responsible for you.
IX F 8	It does not give a bad reputation to be punished by this person (it is private, not embarrassing, not shamful).
IX F 9	DK
IX F 10	RNA
IX F 0	NR

IX G	Why is it worst to punish person listed as first choice in IX C? (Qu. 59a)
IX G 1	It is the person with the most power.
IX G 2	It is the person who gives the most severe punishment, is not lenient, will not forgive you, will be insulted.
IX G 3	It is the person you love the most, feel most sorry.
IX G 4	It is the person you should respect the most, they are elder, they are right.
IX G 5	It is the person related to you.
IX G 6	It is the person not related to you.
IX G 7	It is the person who loves you, helps you, is responsible for you.
IX G 8	It gives a bad reputation to punish this person (is public, embarrassing, shameful).
IX G 9	DK
IX G 10	RNA
IX G 0	NR

IX H	Why is it least bad to punish person listed as last choice in IX D? (Qu. 59a)
IX H 1	It is the person with the least power.
IX H 2	It is the person who gives the least severe punishment, is lenient, will forgive you, will not be insulted.
IX H 3	It is the person you love the least, feel least sorry.
IX H 4	It is the person you should respect the least, they are not elder.
IX H 5	It is the person related to you.
IX H 6	It is the person not related to you.
IX H 7	It is the person who does not love you, does not help you, is not responsible for you.
IX H 8	It does not give a bad reputation to punish this person (is private, not embarrassing,and not shameful).
IX H 9	DK
IX H 10	RNA
IX H 0	NR

FIGURE M-12

The PAR - PNI Reliability Items

PAR

1. This is a father scolding his son.
(1)

2. This is a girl hitting a boy.
(2)

3.A This is a (male) teacher scolding a boy, or
B This is a (female) teacher scolding a boy.
(3)

4. This is a policeman scolding a boy.
(5)

5.A This is a girl scolding a (male) teacher, or
B This is a girl scolding a (female) teacher.
(17)

6. This is a girl scolding a policeman.
(21)

7. This is a mother hitting her son.
(22)

8. This is a girl scolding her mother.
(25)

9. This is a girl scolding another girl.
(28)

PNI

1. Who are you?
(1)

2. Who obeys the teacher?
(14)

3. Who makes fun of the teacher (by mimicking the teacher or calling names)?
(16)

Figure M-12 continued

4. Who fights back if someone hits them first?
(18)

5. Who disturbs the class while the teacher is giving the lesson (by making noise or getting up and walking around)?
(19)

6. Who gets along with (other) children?
(20)

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Introduction

The present study is unique in Denmark with respect to the way several aspects of the same mode of behavior have been studied for groups of children with the exposition of these to a projective technique, primarily known from studies within clinical settings, and with respect to the fact that these findings were related to the overt behavior of the children in the classrooms.

The rationale of the technique used has been described by others, (Hess, 1969), and a description of the Danish sample has been given elsewhere, (Skyum-Nielsen, 1969).

It must be remembered that there were difficulties obtaining the sample needed in the study - 400 children from each of the SES - levels concerned in the study. The Danish investigation had to be carried out in 65 classrooms at 13 schools to obtain the data. It was not possible to obtain pure SES 1 or SES 2 classrooms, and the children from the two SES came from classrooms, where the background of the children varied somewhat.

In the study, the SES was merely a description of the family's occupational level, than of the socio-economic background of the child, taken in a wider sense, which includes possible influences from school and friends in the neighborhood. People on the same SES-level live mostly in the same quarters of town, and send their children to the same sort of schools, as differences in living conditions and housing are most often a question of money, and thereby socio-economic level. In Copenhagen, where the Danish study was carried out, however, a housing shortage combined with slum clearance has had the effect that people normally counted in SES 1 by the occupational level of the parents, are living in districts with prevailing SES 2 dominance, and vice versa. Because of this, the SES composition of the classrooms is very often rather heterogeneous, and discussion of the possible influence from SES on children in the same classroom is, then, more a discussion of a difference in the parents' occupational level than a discussion of a difference in the total (better or worse) socio-economic background of the children, which also involves influences from school, friends and neighborhood.

But in the study, SES differences are found in the children's view on aggression, despite the rather heterogeneous composition of the classes comprising the study. In the other part of the Compliance-study, reported elsewhere, it was written that

> 'the leveling of former days' social contrast in our
> society is reflected, among other things, in this

> situation where norms and values from the various groups meet in the classroom, and where children from different social levels influence each other. It is, therefore, no surprise that significant differences by social status do not occur very often in the Danish part of the study' (Skyum-Nielsen, 1969).

To the author it was a surprise that they appeared in the study at all, despite the efforts of the Danish society during this century to diminish and obliterate any lingering differences between the social classes from former days.

The children in the Danish study were not familiar with test-taking. Lesser, who conducted another cross-national study in Denmark, wrote in his report of this study,

> 'American subjects of almost every age have considerable exposure to tests, interviews, pools and surveys. Although members of other societies have experiences these procedures, they are often not as common or routine. Differential familiarity in test-taking may be reflected in many ways, for example: in differences in comprehension of instructions and the questions themselves, in the ability to sustain pressures or anxiety created by the procedure, and so forth. A fundemental problem is that the exact effects of unfamiliarity are not known and thus, control cannot be exercised. Certainly, the researcher must be aware that a subject to whom tests or interviews are unfamiliar or totally alien may assign very different meanings to the research situation than the investigator intends or than subjects in another culture would assign to it' (Kandel et al., 1968).

In the PAR instrument, children were shown 28 pictures of aggressive dyads, and were asked to rate each dyad twice. The children were told in the instruction, that the first rating 'will be the one where you tell me about the wrongness of the first person I ask about', and the second would be the rating of the wrongness of the second person. And later on in the instruction, they were told to rate according 'to how wrong you think the person in the picture is'. The children were then shown the pictures, and after a short description of them they were asked 'How wrong is the aggressor' and 'How wrong is the victim'.

The use of the word 'wrong' is, however, ambiguous. The word has several denotations, among these some descriptive, i.e., 'out of order', 'with incorrect result' and some evaluative, i.e., 'contrary to law and morality', 'what is morally wrong', 'unjust treatment'. And these denotations have also several connotations, among those some both evaluative and descriptive, i.e., 'in a unsuccessful or unfortunate way' (what has gone wrong what has led to the government's failure)'. It can be difficult for an adult to judge between the different meanings, and so it might also be difficult for children.

In translating a word from one language to another, it is often impossible to find the exact similar denotation for the word in both languages. Malmber, the Swedish linguist, writes

> 'What does 'democracy' mean? We know how differently this concept is understood within different areas of the modern world. Linguistically the 'correct' meaning can, of course, not be defined. One interpretation of the concept is as right or as wrong as any other. This may serve as a final illustration of the fact that a message is not transferred in its entirely only by a literal rendering of the 'words' contained in it. There is no doubt that numerous difficulties in human intercourse - on the personal as well as on the political, the religous, the scientific, and other levels - are due only to lack of insight into the peculiarities of linguistic structure and semantic analysis'. (Malmberg, 1963).

In translation of the word 'wrong' into Danish it was impossible to find a word with exactly the same connotations as the English 'wrong'. The word chosen, 'forkert', has several of the same connotations as of the English word, but it has not so much an evaluative connotation of 'wrong', as a more descriptive connotation. The more evaluative connotation is, of course, also used, but it is the opinion of consulted linguists that only with age do children learn the difference between the two connotations of the word 'forkert'. It is the opinion of the Danish author that the children in the study often used the descriptive connotation of the word 'wrong' instead of the evaluative. This impression was fortified by the results from an unpublished study, conducted among 57 students of Psychology and school-teachers. The students were asked to report their own reactions to the use of the word chosen for the Danish study. These reports supported the author's impression. However, was it possible to have chosen another word than 'forkert' to translate 'wrong'? No word in Danish exists, which has exactly the same meaning. Perhaps the word 'galt' in Danish could have been used, - but the word 'forkert' was chosen. Unfortunately, no studies exist in Denmark concerning the actual use of the two words mentioned, to aid the researchers in avoiding the use of a word, the understanding of which is unclear. To most adults, the difference between the evaluative and the descriptive connotation of the wording used in the present study is clear.

The reason for choosing that word, 'forkert', was that the researchers were unaware of the possible misunderstanding of this word among children, were unaware of the developmental change in the understanding of the concept of wrongness, which to the present author appears in the children's use of the seven-point scale.

That the children in the Compliance study considered the PAR instrument as the most difficult to respond to, was clearly the impression of the instructors of the three instruments in the classrooms. This impression was reinforced by the responses of the children to a questionnaire, administered in Denmark after the completion of the three instruments in the study. For each of the instruments, the children were asked to indicate on 5-point scale the degree to which each of the three instruments were perceived as meaningful and as pleasant to answer.

The instructors of the instruments in the classrooms were at the same time instructed to record any additional marked reactions from the children in connection with the test-situation. On special record sheets, noisy and boisterous behavior as well as open, aggressive behavior were recorded during the test-situation, parallel with the presentation of the instruments according to the indications of the non-compliant children. These records concerned individual children, but it was also noted if the classes as groups were reacting as a whole, i.e., with a kind of 'boiling' in connection with certain questions, or with amusement or astonishment in connection with others. Finally, the instructors were asked to estimate on a 7-point scale how obliging the classes as a whole were perceived to be in each of the test-sessions, (skyum-Nielsen, 1966).

In the instructors' records 5.5 per cent of the children are recorded as showing remarkable behavior, mostly noisy, during the presentation of the PAR instrument. 1.5 per cent of the children are recorded as having shown aggressive behavior. These figures seem to be too small compared with the instructors' records of the reaction of the classes as wholes. (Skyum-Nielsen, 1966).

The pictures giving the strongest reactions were: Girl Scolding Teacher, Girl Scolding Policeman, Boy Scolding Father, Father Hitting Daughter, and Girl Scolding Father. The differences between the age levels are not very marked, but in most cases the 4th graders reacted more strongly than the 8th graders did. The 6th graders reacted more like the 4th graders. Neither are the differences between the two SES groups very marked. Most often SES 2 children reacted more strongly than SES 1 children.

It should be emphasised that the differences mentioned appear from the instructors' records of the behavior of the individual children and of the reactions from classes as whole. How the children perceived the contents of the pictures, what they thought about the figures involved in the situations there, 'is another matter', (Skyum-Nielsen, 1966).

The children, for each of the instruments, were asked to express whether they perceived the instruments as meaningful or not on a 5-point scale with a range from .1 'All the questions/pictures made good sense' to 5 'Nearly all the questions/pictures did not make much sense'. The children were also asked in a similar way to indicate whether the instruments were pleasant or not. At the same time the children were asked to report if they remembered any of the question/pictures, which they found did not make much sense/found unpleasant.

The means of the responses for the three instruments on the question on meaningfulness were YIAPR 2.77, PAR 3.04, PNI 2.41. On the questions of pleasantness the means were YIAPR 2.61, PAR 2.63, PNI 2.59. Skyum-Nielsen concludes

> 'This rough view seems to indicate that the PAR-instrument has been perceived by the children as less meaningful than the two other, foremost more than the PNI-instrument. However, corresponding differences concerning the pleasantness-component do not occur' (Skyun-Nielsen, 1966).

A similar conclusion can be reached, when analyzing the data from the reliability study of the PAR-instrument. For both the ratings, aggressor's and victim's, the average percentage agreement of the items for the Danish study was the lowest in the total study, and although these results can be partly explained by the fact, that the author suspects some of the children in the reliability study obstructed that part of the study, this very obstruction indicates together with the low percentage of agreement the discomfort caused by this particular instrument.

Effect of Status

The Danish data confirmed the hypotheses concerning the results of the aggressor ratings. Adult aggression towards a child was seen as least wrong, child aggression towards an adult as most wrong. Child aggression towards other children was rated on the neutral position of the scale "Not at all wrong" - "Absolutely wrong". There were large differences in aggressor ratings among the three groups of persons involved, a difference which was maintained across grade levels, (see Figure P12 SES).

Compared with a child, an adult has a higher ascribed status, which justifies such a higher status adult exercising power over a lower status child. The responses from the children suggested that the children did recognize the higher status of the adult. If in the dyad the aggressor was of high status, the aggressor was seen as less wrong whereas a low status aggressor was seen as most wrong.

For the rating of the victim, the results were more complex. The rank order hypothesis was not confirmed at any grade level. The youngest children saw the low status victim, i.e., the child being attacked by an adult, as most wrong; but the older children saw the high status adult victim as more wrong than the low status, child victim. By age, the children also saw the low status, child victim in the dyad with the high status, adult aggressor, as less wrong than in the situation of an equal status dyad. The young child seemed to be status orientated and more accepting of the higher status of adults. A low status person is not supposed to be aggressive towards a person of a high status, and when that situation occurs the high status victim is not as wrong as the low status person who is verbally or physically attacked by a high status person, (see Figure P16 SES).

The Danish children did not accept every aggressive act performed by an adult as justified and right, but with increasing age they demonstrated a pattern of rejection of adult authority and thus asserted their own independence. In a study by Kandel et al. (Kandel et al., 1968) on the relations between adolescents and their peers, school and family in the United States and Denmark, it was seen that the adolescents in the study reacted differently in the two countries to the questions on parental authority and adolescent independence. In a later work, the principal investigator of that study, Lesser, summarized some of the results of the issues studied, and wrote on becoming independent:

> "A most striking cross-cultural difference appears on the issue of adolescent independence. Danish adolescents have a strong subjective sense of their

> independence from family influence: they feel more frequently than do the Americans that they would disregard their parents' wishes about not seeing friends, that their opinions are different from those of their parents, that they are being treated like adults by their parents, and get sufficient freedom from their parents. In contrast to the Danes, American adolescents appear unable to behave according to their parents' wishes unless their parents have clear and specific rules for them. These findings, thus, do not support the wide-spread belief that American adolescents act independently and are encouraged by their parents to be independent at an earlier age than are Europeans." (Lesser & Kandel, 1969).

There are some differences between that study and ours. In Kandel & Lesser's population, the children were 8th - 11th graders, in ours, 4th, 6th, and 8th graders. Age, however, did not drastically influence Kandel's and Lesser's results.

A. Age Differences

The only significant age difference in the rating of the wrongness of the aggressor was found in the index Child Attacking Child where there was a decrease in perceived wrongness with increasing age, following a linear progression, (see Table P12).

For victim's ratings, there was a significant age change for two status relationships, Adult Attacking Child and Child Attacking Adult, (see Table P16).

For the adult attacking child dyads there was a significant decrease in the victim's wrongness following a striking linear progression. For the child attacking adults there was a curvilinear relationship with an extreme increase in the wrongness of the victim from grades 4 to 6 and a slighter increase in the perceived wrongness from grades 6 to 8. For the third index, Children Attacking Children, no significant difference with age was found.

The results of the age ratings from the Danish sample can be interpreted as showing an increasing tendency to see the aggressor and the victim in three different aggressive situations as equal in wrongness; if an aggressive situation arises it is the fault of both the aggressor and the victim. If a child attacks an adult, it is very wrong. But it is also very wrong of the adult to be involved in such a situation. The adult aggressor is not rated as being very wrong by the children, since adults have always been justified in attacking children, but with age there occurs an increasing tendency to see the child victim as not entirely wrong either. It is the role of a child to be attacked by adults, and it is not felt to be very wrong of the child to be in this situation.

Both the aggressor and the victim in child to child aggression were by age reported to be neither absolutely wrong, nor not al all wrong, but morally neutral.

B. Sex Differences

Significant differences by sex were found for the aggressor's ratings on the index Child Attacking Adult, and Child Attacking Child, (see Table P12). From Figure P12 SEX girls report the child aggressor as more wrong than do boys. An explanation might be found in the traditional roles of the two sexes. Girls seem to have a different attitude towards aggression than boys have, at least when it is another child who is the aggressor. This might have a connection with the traditional roles of the two sexes, girls being expected to be less belligerent than boys.

No significant differences by sex were found for the victim's ratings, (see Figure P12 SEX and Figure P16 SEX).

C. SES Differences

Significant differences are found for the index Adult Attacking Child, by social class, both for the aggressor's ratings, and for the victim's ratings. The higher SES child rated the adult's aggression as more wrong than did the lower SES child, except for the 8th grade children, where the difference was not significant, (see Figure P12 SES).

For the victim's ratings, the lower SES children rated the victim, the child, in adult to child aggression as more wrong than did the higher SES children, (see Figure P16 SES).

This significant difference between the social classes can be interpreted in the following way, the child from the higher SES does not accept the aggression of the adult as justified by his status to the same extent as the child from the lower SES does.

No significant difference by SES was found for the two other indices.

D. Interview Data

The question of whether rules and laws are the same for adults and children was put to the children in the interview-sample.

Some confusion occurred concerning the use of the word "rules". It is the impression of the Danish researcher that this might be due to the difficulty in understanding the concept "rule". In Danish, the word "rule" is perhaps used more in connection with traffic-regulations and with games of one kind or another. When asked what a rule is, 23 of the Danish sample of 58 made a general statement, most of them using the phrase "something you have to follow", which indicated a rather vague idea of the concept of a rule. When asked about the difference between a rule and a law, half of the children said, there was a difference, but they were not able to explain this difference. There was a difference with age in the ability to distinguish more exactly between a law and a rule.

Of course, rules do exist in Denmark. But perhaps they are not recognized as rules, more as a pattern one has to follow. In the study of Kandel _et al_. (1968) it was discussed whether or not the difference in the answers of the adolescents from the two societies, U.S.A.'s and Denmark's, regarding the number of rules in the family, was an artifact resulting from the nature of the rules included in the provided check-list. But it was concluded that the observed cross-cultural differences persisted nevertheless, and to the authors the data suggested:

> "very different patterns of adolescent socialization in each of the countries, patterns which could perhaps be summarized as external constraints versus internalized norms. In the United States, the parent needs to enforce specific rules in order to ensure that the adolescent will continue to do what is expected of him. If there are no rules, the adolescent is likely to engage in the disapproved behavior. In Denmark, the majority of adolescents appear to have internalized their parents' wishes and to be able to behave in the approved fashion without any further external constraints. Rules are instituted in those cases in which Danish adolescents do not yet do what is expected of them". (Kandel _et al_., 1968).

To the questions asked to find out the children's beliefs concerning the generality and consistency of rules and laws for adults and children, a majority of the children (43 out of 58) said that there are some rules which are different for adults and for children. The responses were the same over all age, sex, and SES groups. Ten children maintained that rules are the same, but enforcement of the rules depends on age (see Table IVB and Table IVG).

The children's views on the inevitability of detection in the case of rule breaking ('Does someone, who breaks a rule, always get caught?'), were, that a majority of the children gave an unqualified answer 'no' (32 out of 58) and 15 of the children answered 'sometimes'. Only 8 of the children gave an answer 'nearly always', and none of the children believed that rule violating behavior was inevitably detected. Response to this item was not substantially affected by the children's age, sex or SES. It is, however, a tempting explanation to the high proportion of unqualified answers 'no' to say, that the reason for this was, either, that the coders did not code accurately, or, that the children could not consider rule-breaking as a serious matter, mostly due to their possible confusion as to the content of the word 'rule', so that they could not think of anything to say to qualify their responses. (See Table VIIA).

When asked whether there were differences in the detection of rule-breaking behavior, the majority of children (46 out of 58) said that some adults get away with breaking the rules, but a majority of these 46 children (26) added that only when the circumstances permit it. There was also a difference according to age; the youngest children most often gave the answer 'yes' without any qualifications. Only three of the youngest children from the lowest SES said that no adults get away with rule-breaking behavior (see Table VIIC).

Regarding the rule-breaking behavior of children, the children believed most often (55 out of 58) that children get away with violations of rules. Here again, by age the children tried to give some specifications to the circumstances of the inevitability of detection. It was the younger children, who gave the unqualified answer 'yes' or 'no' (see Table VIIB).

A majority of the children (36 out of 58) answered realistically to the question of whether children get away with breaking rules more often than adults. These realistic answers were given more often by children from the higher SES than from the lower, and more often by younger children than by older. By contrast, the answer that adults get away with breaking rules more often than children was given by 10 of the sample without any influence by sex, SES or age. Of the 6 children who believed that adults and children get away with rule-violating behavior equally, 5 were from the lower SES (see Table VIIE).

The findings suggest that the Danish children had a realistic perception and understanding of the differences in society caused by status. Rules are different for children and for adults. The fact that the children said so often that someone who breaks a rule does not always get caught suggests either that the children had the belief, that the rule-enforcing system is very weak in Denmark, or that the children perceived the crucial word 'rules' differently than was intended by the researchers, or at least inconsistently within the interview-sessions.

The findings do suggest to the author that the children had some vague ideas as to the concept of 'rules'. Their perception of society made them say that this concept 'rule' must be different for children and adults, but their vague concept of 'rule' itself made them say that rules are not very serious and so one can often get away with breaking these 'rules'.

These findings do support the findings of Kandel et al. (1968) concerning the pattern of socialization through internalized norms. The children seem to behave in a way that does not demand external constraints, rules, which does in turn suggest the vagueness of their idea of the concept 'rule'.

Effect of Status and Role

The data were analyzed in terms of different status roles, involving parents, teachers, and policemen scolding children and being scolded by them. Also, the situation of children scolding children was introduced into the comparison.

It was found as predicted that children scolding adults was considered a worse situation than adults scolding children. Although the hypothesis concerning the rank order of the aggressors scolding children was not confirmed, the rank order was stable across all grade levels. The pair with equal status, children scolding children, were rated clearly between the dichotomous groupings of adults scolding children and children scolding adults of different roles.

It was predicted that the rank order of aggressors scolding children would be, from most to least wrong, children, policemen, teachers, and parents. It was found, however, that the rank order was children, teachers, parents, and policemen (see Table P10).

The rank order of children scolding differed from the prediction. Children scolding policemen ranked highest in wrongness, followed by children scolding parents, then teachers. As expected, children engaged in scolding other children were felt to be least wrong in these aggressive dyads.

It is in some way interesting to see confirmed the findings from the YIAPR, as regards the perceived role of the policeman and the parents. The policeman was reported to be more helpful than the parents throughout the grades, and regardless of sex and SES. And here in the PAR, aggression from a policeman is rated as least wrong, and aggression towards the policeman is rated as most wrong. An explanation may be that children are only involved in aggression with the police, when the correction from the police is felt to be justified. It may be questioned whether or not the area of authority of policemen, teachers, and parents are suitable for direct comparisons as done in this study. Parents exert the broadest and also the most diffuse kind of authority, whereas the policeman's field of authority is seen as being more restricted. It is as if the children saw the aggressive act towards and from the policeman as an act within his field of authority, which is rather strictly limited, and where his authority is moreover felt to be justified. The parents' field of authority is only slightly limited, and the exercise of parental authority is not felt to be justified for the whole field.

We find a big gap between the children's ratings of Adults Scolding Children and Children Scolding Children. A child scolding another child is felt to be something neither very wrong, nor very right. Especially, the older children tended to use relatively neutral ratings when rating the wrongness of the scolding child. This may be interpreted as meaning that children do not perceive verbal aggression towards each other as a serious matter.

In terms of wrongness of the victim's ratings, the predicted rank order was found only for the youngest children. For the older children, a clear trend to see the adult victims as very wrong regardless of their role was evidenced in grade 6. The differences in the wrongness of children being scolded by adults of different roles tends to be eliminated with increasing age.

The most remarkable trend in the data was the reversal in the rank order of the victim's wrongness from grades 4 to 8. The youngest children rated children being scolded by adults as most wrong. The older children, however, rated adult victims as the most wrong. Previously, the feeling of independence of Danish children was mentioned. This feeling of independence might have influenced the children's response on the wrongness of the adult authorities as victims. The children feel their own equality with the adults, and in aggressive situations the adult victims are also to blame, and the child victims not so guilty.

A. Age Differences

For the 6th and 8th grades it was found that the situation of adults being scolded by children was worse than that of children being scolded by adults. The identity of the adult, parents, teacher, or policeman, does not influence the view that an adult who is scolded by a child has put himself in an embarrassing situation, and that the adult is not without guilt in the aggression. This view is accentuated with age.

Considering the mean ratings given by the 8th grade children for the wrongness of the child as victim in the adult-child aggression dyad, it is interesting to see that these means are all in the middle of the scale. The child as victim is felt to be neither wrong nor not-wrong.

B. Sex Differences

The girls rated the aggressor as more wrong than boys did as suggested by the status analysis. This seems to be consistent with the less belligerent role of girls. It can also be argued that girls are more authoritarian than boys, since sex differences are only found when it is a child in the role as aggressor. That the ratings of the girls might be interpreted as an authoritarian trend is shown by the lack of sex differences when it is an adult who is the aggressor towards children. (See Table P10).

For the victim's ratings, no differences by sex were found. (See Table P14).

C. SES Differences

For aggressor indices no significant SES difference was found. For victim indices SES differences were found in the ratings of all the indices depicting adults scolding children. In all the indices the child from the lower SES rated the child as more wrong than the child from the higher SES.

A tempting explanation is that the children from the higher SES do not consider adults as very authoritarian persons, having no faults, but see adults more as human beings who can be mistaken, also when engaged in scolding a child. Undoubtedly the child from the higher SES has closer connections with adults, knows them better than the child from the lower SES does, who in some way considers the adults as remote persons whose acts are fair. For if the higher SES children saw adults as fair and righteous, they would probably rate the victims in the situation when adults are scolding children as more wrong, as did the children from the lower SES.

It was the overall impression from the schools participating in the study that the schools in the higher SES part of the town were better than the schools in the other districts. Not only were they better with respect to physical surroundings, but also the atmosphere between the children and the adults, the teachers, was more frank and direct; the children engaged in more open discussions with their teachers, than in the main part of the schools in the lower SES districts. This might be due to differences in the composition of staff of teachers or of background of the pupils.

But this open atmosphere is probably one of the reasons for the significant differences in the ratings of the wrongness of the victims in the indices of Adults Scolding Children. The lower SES child does not know the adults as well as the higher SES child and does not know that adults can also be mistaken when scolding children. Therefore, the lower SES child rated the victim in adult aggression as more wrong than did the higher SES child, who knows that adults might not always be justified in their aggression towards children.

D. Interview Data

The children who participated in the interviews, were asked which rules were different for adults and for children, and which were the same. A majority of the responses (63 of 97) given by the children (58) was connected with rules of community, city, and government. It must be remembered that the children's awareness and knowledge of rules of community, city and government were perhaps not always expressed in a fashion that calls for such categories, but were expressed in more common language, for example: 'you cannot get a driver's license before you are 18'.

Of this majority of responses concerning rules of community, etc., a majority (37) expressed the opinion, that rules were the same for adults and children, the remainder (26) that they were not. More girls (21 of 31 giving this response) than boys (16 of 32) said that rules were the same. There was no difference by SES, but by age, there was a trend to say that rules are not the same; there was no similar trend by age to say that rules actually differ.

Family rules were mentioned by 20 children, of whom 17 said that family rules differ for adults and children. These rules were mostly mentioned by girls (15), and of the girls, a majority (12) said that rules were different for adults and for children ('Adults have to do the cleaning'). No boys said that rules were the same for the two age groups. By age, there was a trend not to say, that 'family rules differ'.

Serious rules, concerning for example murder, were classified as being the same for children and adults by 6 children (5 boys, 4 higher SES and 4 8th graders). (See Interview Tables IVD and Table IVE).

When the children were asked who could make them obey, they gave the following figures, in order of rank: Mother (55), Father (52), Teacher (51), Police (34), 'Others' (9), Relatives and "Government Officials' equally (5), and finally 2 children mentioned 'other children'. For the first three figures representing adults in home and school, no differences were seen due to age and sex. For the Teacher, however, some differences in the children's views came up, in the responses of the two SES groups. The children from the lower SES mentioned teachers as often as mothers (29) as persons who could make them obey, and fathers (25) less often than teachers. This might be explained by the fact that children from the lower SES live more often in a family without a stable father-figure, and the mother together with the school are the children's primary educators.

More than half of the children (34) said that the police can make them obey. However, there were some differences in the perception of the role of the police in getting children to obey, due to development, sex and SES. With age, the children abandoned the view that police were able to make children obey. Most of the youngest children (17 of 21) perceived the police as an authority, that has to be followed, but with age, an increasing tendency to see the police as an authority with a restricted area of competence arose among the children. Of the oldest children, only a third (6 of 17) mentioned a policeman as someone, who can make children obey. The image of the police also changed from girls to boys, the latter being more convinced of the power of police to make someone obey than the girls.

Less than half of the girls mentioned policemen (15 of 32), whereas three quarters of the boys did so (19 of 26).

Relatives and Government Officials did not seem to have much power to make children obey; each were mentioned by 5 children. The relatives were mentioned by girls only, 4 of whom came from the lower SES. Government Officials constituted a rather vague concept for the children, at least in regard to making the children obey. It is very seldom, if ever, that children meet governmental officials who demand obedience from them in the same way that obedience is demanded by parents and police. (See Interview Table VIA).

Responses concerning those who cannot make children obey, were sparse, in the categories used, and only 'strangers' got more than five responses. Half of the children mentioned these 'strangers' (28), nearly equally divided between the sexes and SES. It was characteristic that 'bad people' were mentioned only by the younger children, and 'those with no authority' by the older, although the number of responses given by the children were very small (4 and 3).

The children were asked, for which of the figures 'Father', 'Mother', 'Teacher' and 'Policeman' it would be worst to be punished by; to indicate the reason why; and finally, to rate these figures according to severity of punishment. Two-thirds of the children mentioned the policeman, boys and girls equally, lower SES children a little more than higher SES children, and the youngest children more often than the older. The rank-order was father, mother and teacher. Nearly half of the children mentioned the teacher as the last person of the four in question, (see Interview Tables IXA and IXB).

The explanations given by the children for their first choice - the tables do not relate the chosen figure with the given explanation - were mostly in punitive terms. Only two children gave reasons in socio-emotional terms ('You would go around thinking, that now they ('the parents') know, what you have done, etc.'). Two categories were chosen for coding the punitive terms, 'It is the person with most power', and 'It is the person who gives most severe punishment'. The children's answers were more often coded in the category 'severe punishment' (24) than in the other, 'most power' (14). The children did not often mention corporal punishment in their responses; the following few examples are typical for the Danish children: (Police) 'he can fine me, and so on', (Teachers) '..they make a lot out of it..', (Father) '..he is sort of more severe..'. It can be questioned whether or not there was any difference at all between 'have most power' and 'gives most severe punishment'; 'to have most power' does in fact imply that the person with the most power can also give the most sever punishment and what exactly the children meant in their responses, was unclear, not only because of the coding, but also because of the type of questions.

Furthermore, the category 'severe punishment' was defined in the codebook as follows 'Is the person who gives the most severe punishment, is not lenient, will not forgive you, will be insulted'. To the author, 'to give severe punishment' is something other than 'to be insulted'. In the first case, the concern of the respondent is for himself, in the second, for someone else, the person, that will be insulted. That someone can possibly be insulted by an act against him can never be considered as a kind of a punishment for the person, who is insulting him.

In the children's responses, a difference due to SES was seen in the category 'most power', where more lower SES children (12) than higher SES children (2) gave that response; a difference due to age-level in the category 'severe punishment' was also seen, where more than half of the youngest children (12 out of 21) as compared with the oldest children (only 4 out of 17) gave reasons for their first choice of the worst punisher, that could be coded in the 'severe punishment' category, (see Interview Tables IXA, IXB, and IXE).

The children were also asked the question, 'Who is it worst for you to punish, a father, a mother, a teacher or a policeman?', and asked to indicate their reasons, and finally, to rank the persons mentioned. This question appeared to be rather abstract to the children, and they were reluctant to answer it. The interviewers had to probe to get answers; this can be seen from the transcripts of the tape-recorded interviews. More children were unable to give an answer to these questions than to the questions concerning the 'punished by' concept.

According to the responses of all the children, the mother was the person whom it would be worst to punish (26), followed by the father (18), the policeman (16) and then the teacher (1). The reasons the children gave for their first choices were a little more varied than the reasons given in the questions concerning the 'punished by' person. More often, explanations were used, that were later coded in socio-emotional terms, such as 'it is the person you love most' (7), 'it is a relative' (10), and fewer explanations involving punitive terms were used, (13 of 33 responses vs. 38 of 42 responses in the 'punished by' question).

In the children's responses, it was clear, that there was a developmental as well as a socio-economic difference, in the perception of the four different figures in question. With increasing age, the children understood, that punishment could have several forms, and that there were differences in the punishments given by different adult figures, and when punishing these adults, there were also great differences. Policemen could give the most severe punishments - perhaps not the policemen themselves, but the system they were representing - severe in punitive terms, so they had to be avoided, because the punishment they could give could hurt. With age, however, the children recognized policemen as more distant figures, whose punishment did hurt - but did not hurt as much as the punishment of a mother and to a certain degree, also a father - because you are attached with stronger emotional strings to your parents than to a policeman.

The mother was mentioned as the person whom it is worst to punish, by a fifth of the youngest children (4 out of 21), but in grades 6 and 8, by three-fifths (12 out of 20 and 10 out of

17, respectively). This shift was a clear indication to the author of the difference in the perception of the mother's role. A shift in the perceived role of the policeman was also seen, as the youngest children mentioned this figure most often, as the one whom it is worst to punish (10 out of 21). In grade 6, the role of the policeman shifted, and the policeman was only mentioned by a fourth of the children (5) and in grade 8, only one child mentioned this figure as the person, whom it is worst for a child to punish.

A difference by SES was also seen, where the children from the lower SES responded through all the figures (except the teacher - who was only mentioned by one child) more in terms of the punitive roles of these figures than in terms of their socio-emotional roles. It was, as if the children from the lower SES - like the youngest children from both groups - had a greater fear of than an emotional attachment to the different figures.

In conclusion, the judgements of the Danish children on interpersonal aggression were not determined only by the relative age status of the aggressors and victims, but also and to a greater degree by the role of the persons involved in the aggressive situation. The children from the higher SES did to a higher degree distinguish between the roles of the authority figures aound them than the children from the lower SES did. With age, the dim world of cohesive adult authority was replaced by a clearer view of the different roles for the different authority figures.

Effect of Action

In the instrument used, two different aggressive acts were depicted between identical dyads, for the figures parents and children, which allowed comparisons between these two aggressive acts, hitting and scolding. Although physical aggression might still be seen also between children and policemen and children and teachers, though rarely and not permitted, and although reports appear from time to time that children use physical aggression towards their parents, the pictures of physical aggression show only parents hitting children and children hitting other children.

As predicted, the hitting aggressor was judged to be worse than the scolding aggressor in both the parent-to-child and child-to-child dyads. In both instances, aggressors using physical aggression were judged to be more wrong than aggressors using verbal aggression. (See Table P10).

For the victims of the aggression, it was predicted that the victims of a peer's physical aggression would be judged to be more wrong than the victims of a peer's scolding. This was also found in the Danish sample, except for the ratings of the youngest children, where the victims being scolded were judged to be slightly more wrong than the victims being hit. (See Table P14).

The more remarkable trend here is the lack of difference between the rating of the wrongness of the victim of the two aggressive acts. The children's ratings are centered round the rather neutral responses. The aggressive act from another child is to be expected, with or without cause. The aggressive action can be verbal or physical, the victim is neither to blame, nor praiseworthy.

A. Age Differences

Changes with age were seen in both indices of parental aggression towards children. The effect of action was demonstrated clearly in the responses. An increase in perceived wrongness was seen to occur with an increase in age following a linear progression, at the items, depicting physical aggression from the parents. For the verbal aggression from the parents the opposite was seen. (See Table P10).

With increasing age, children demonstrated a significantly lower acceptance of parental physical aggression. Also, with age, the children demonstrated a significantly higher acceptance of verbal aggression.

It is not surprising that as they got older the children rated physical aggression from parents as unacceptable. In these 6th and 8th graders, the feeling of personal independence is growing rapidly, especially independance from the parents, and this feeling is accelerated by parents who still try to use physical aggression, punishing older children the way they punish younger ones.

At the same time, a greater acceptance of verbal aggression from the parents is experienced with age. There can be seen a decrease in the perceived wrongness with increasing age and this follows a linear progression.

Parents are not tolerated, when using physical aggression, but they are accepted when using verbal. Verbal aggression is not felt to be as wrong as physical aggression, especially when it comes from parents. It may also be that children perceive verbal aggression from the parents as justified, parental scolding having in many children's view the connotation of punishment in connection with the up-bringing process. And the children do acknowledge the parents' authority in this process.

At the same time, linked with the greater acceptance of verbal aggression from the parents, a greater deprication about the parental scolding grows. Victims of parental scolding are by age significantly seen as less wrong, following a decreasing linear progression.

For the index Child Attacking Child, differences were found varying with the action depicted. The children rated physical aggression between children as more wrong than verbal aggression.

The victims in a child-to-child aggression were also judged differently depending upon the situation. In both cases of physical and verbal aggression, the ratings of the children were relatively neutral. The victims were perceived to be neither right, nor wrong. However, an increasing tendency was seen by age to rate the victim of physical aggression as more wrong than the victim of a verbal aggression. (See Table P14).

By age an increasing tendency occurs among children to see faults on both sides. The aggressor is seen as less wrong - but still most wrong, when using physical force - and the victim is seen as less right, especially victims in physical fights.

It is not accepted to use physical force. Neither is it accepted to have deserved physical aggression.

B. Sex Differences

No significant differences in the ratings of the two sorts of aggressive actions were found between the sexes, neither for the aggressor's, nor for the victim's ratings.

C. SES Differences

The effect of action was demonstrated in the differences in the ratings of the children from the two SES groups. No significant differences between the two groups were found in the ratings of items depicting verbal aggression, but those depicting physical aggression were judged to be worse by the higher SES group.

Physical aggression from parents or from children, was seen to be worse than verbal aggression by the higher SES children, across age, although the differences decreased by age. In the oldest group no significant difference in the ratings were seen for items depicting parental physical aggression.

No significant differences were found between the two SES groups in the ratings of verbal aggression from parents or from children.

No effect of action was seen in the ratings of victim's wrongness for either SES group. (See Table P14).

Effect of Sex

Ratings for individual pictures were combined to the following indices Males Attack Males, Males Attack Females, Females Attack Males, and Females Attack Females, to see the impact of sex of the aggressors and victims on the ratings of wrongness of both.

In the analysis of sex, the hypothesis regarding the aggressor ratings was confirmed - female to female aggression was rated as more wrong than male to male aggression. Furthermore, the aggressors in male to female aggressions were rated as more wrong than the aggressors in male to male aggressions. But the differences were not significant. And aggression directed at the opposite sex was seen as more wrong than aggression towards the same sex. The differences were greatest among the 4th grade children; at grades 6 and 8 the children found aggression within a sex nearly as wrong as aggression towards the other sex. (See Table P11).

The victim's ratings only partly confirmed the hypothesis. The male victim of a female aggressor was seen as worse than the female victim of a female aggressor. But the female victim of a male aggressor was not seen as worse than the male victim of a male aggressor. Furthermore, the 6th grade child rated the victims as most wrong, for the victim in male to female aggression. (See Table P15).

For both the aggressors and the victim's ratings the closeness of the ratings makes interpretations or evaluations of the findings tenuous. The wrongness ratings were much the same regardless of the sex of the victim or the aggressor.

A. Age Differences

For the aggressor's ratings no significant age differences were found due to the effect of age in the children's ratings. For the victim's rating a significant grade curvilinear difference was found, the 6th graders rated the victim in female to male aggression as more wrong than did the children in the other grades. The increase in victim wrongness from grades 4 to 6 is greater than the decrease from grades 6 to 8. (See Figures P11 and P15 Sex).

The ratings for the aggressor wrongness were generally higher than those for the victim wrongness but in the index Males Attacking Males, where grades 4 and 8 rated aggressors and victims as equally wrong.

B. Sex Differences

On all four indices significant differences of sex were found for the aggressors ratings. (See Figure P11 Sex; Table 11).

The girls rated the aggressor more wrong than the boys did except for the cases where the aggressor was female and the victim male. Here the roles of the sexes can be seen. The boys who judged the aggressors as less wrong than when the aggressor was male, whether aggression was toward another male or towards a female, or when the aggressive act was between two females, rated the aggressor as more wrong than girls when she was a female attacking a male.

Traditionally, the male is the ruler of the society, including the female. The female is the weaker person and is expected to be obedient to her master. So, that the girls in our sample judged aggression as something wrong, is to be expected. However, when the aggressor is a female and the victim a male, the boys, according to their role, have to rate this as very wrong.

In the victim ratings an interaction between sex and grade was found for the indices Male Attacking Female (see Figure P15 Sex). The boys did by age rate the female victim as less wrong, whereas the girls by age rated the members of their own sex as increasing in wrongness. In the lower grades girls rated the female victims as less wrong than boys did and the oldest girls rated them as more wrong than did the boys in the same grade. No other significant sex differences were seen in the victims ratings.

C. SES Differences

There were found no significant social status differences.

D. Interview Data

The children in the interview sample were asked whether or not rules were the same for boys and girls. More than half of the children (39) said that all rules are the same for boys and girls, and the majority of the remainder (18) said that some rules are the same.

That all rules are the same, was an idea favored mostly by the youngest children (15 of 21); the oldest children were a little more skeptical (11 of 17). More girls than boys were also skeptical (23 of 32 vs. 19 of 26), and the same view was favored by the higher SES children (20 of 28 vs. 19 of 30). In all cases, the differences were small, although some were statistically significant. The author does not want to draw too many conclusions from this material, especially since the lack of responses in the coding categories 'No rules are the same' and 'Depends upon situation' is remarkable, and suggests an error in coding more than the absence of answers.

When asked to qualify their answers, that some rules are the same for both sexes, only 8 children were able to do so, of these 8, 6 mentioned family rules (dish-washing, etc.) (5 lower SES, 4 boys), and one girl's answer was coded in the category 'rules of community, city, government' by saying, that males have to become soldiers, but females do not, (see Interview Tables IVA and IVC).

When children were asked whether girls get away with breaking rules more often than boys, nearly half of the sample (26) answered that boys and girls get away with rule-breaking equally; an equal number of the children said, that sex did make a difference; 13 children claimed that boys, 13 that girls escape detection more often. There was a trend with increasing age to say that boys and girls get away with breaking rules equally. The belief that girls get away with rule-breaking more often than boys, was given by nearly half of the children (9) in grade 4 (21), but only by one child (of 17) in grade 8.

The opinion that boys and girls have equal chances to get away with breaking rules, was more frequent among higher SES children (15 vs. 11), and also more frequent among girls than boys (15 vs. 11). The belief that boys get away more easily with rule-breaking behavior was favored by girls (8 vs. 5) and by lower SES children (9 vs. 4); the opposite opinion that girls have the advantage in rule-breaking was favored by boys (9 vs. 4) and by higher SES children (8 vs. 5). (See Table VIID).

To recapitulate, the responses to the interview questions aimed at discovering whether or not the children thought there was a difference in rules for both sexes indicated that there was a trend to say that not all rules are the same. This view was accentuated with increasing age and favored by higher SES children and by girls, although only few children were able to indicate their beliefs more specifically.

There was also a trend, increasing with age, to say that both sexes get away equally with breaking rules, a view favored by the higher SES children and girls.

Effect of Sex and Role

An analysis of the single figure-pairs, composing the different indices, gave some further information and clarification of the children's view of the wrongness of the single figures involved.

A. Age Differences

For aggressor ratings on the Child Attacking Child there was a significant decrease in perceived wrongness with increasing age. This significant relationship, however, did not hold for all figure pairs within this grouping. For the figures involving girls hitting no significant correlations were found between age and the rating of wrongness of the aggressor, and for the figure Boy *Hitting Girl* an increase in perceived wrongness with increasing age was found. (See Table P9).

No significant relations between age and perceived wrongness were found on the Adult Attacking Child index, but by analysing the figures composing this index, some significant relationships were found for the parent-figures. For the situations involving parents hitting, a significant increase in perceived wrongness was found with increasing age, except for the Father Hitting Son figure, where a similar, non-significant increase was found. A significant decrease in wrongness ratings with increasing age is observed for the father scolding daughter picture. The same relationship between the other figures of parents scolding children is seen, though not significant. With increasing age, the children accepted verbal aggression from the parents, but rejected the physical aggression. For the other figures in the Adult Attacking index, policeman and teacher, no significant correlations were found, but with increasing age an increasing tendency to rate aggression of these figures as more wrong was seen, especially among the 6th graders.

For the index Child Attack Adults, no significant relationships between age and perceived wrongness were found, but a trend to rate child aggression as less wrong with increasing age was seen. The analysis by single figures did not reveal any significant correlations, but a difference in the children's view of the adults were seen. With increasing age it was considered to be more wrong to scold parents, and less wrong to scold the non-family members, i.e., teacher and policeman. (See Table P9).

Significant correlations were found between age and degree of wrongness on the victim's ratings on the indices Adult Attacking Child, and Child Attacking Adults, and the closer analysis by single figures did not reveal any difference from the general pattern, found in the analysis by indices. Overall on the index Adult Attacking Child, the victim children were seen as less wrong with increasing age. Generally for the figures in the index, boys being scolded by adults were seen as more wrong than girls, but when the adult figure was the teacher, the girl victim was judged to be more wrong than the boy. (See Table P13).

For the Child Attacking Adult index, the victim adults were seen as more wrong with increasing age. An analysis by single figures did not change the pattern from the analysis by the index. There was a tendency to rate victims of boy's aggression as more wrong than the victims of girl's aggression.

For the third index, Child Attacking Child, no significant correlations between age and rating of wrongness were found and an analysis by single figures did not change this result. (See Table P13).

B. Sex Differences

Significant differences by sex on the aggressor's rating were found on the indices where the child was the aggressor. Girls rate the aggressor child as more wrong than the boys. This did not hold for all the single figures, however, for the figure Girl Attacking Boy, the boys did rate the aggressor (the girl) significantly more wrong than the girls. Significant differences between the ratings by sex were, however, not found on all the figures but where significant differences were absent, the differences found did follow the pattern of the significant ones, the girls rated the aggressors as more wrong than the boys did, when a child was the aggressor.

For the index Adult Attacking Child, no significant differences by sex were found, but the analysis of individual pictures did reveal a significant difference on the Father Scolding Daughter dyad, where the girls rated the aggressive father as more wrong than the boys did. In all the figures a difference by sex was seen, though not significant. The adults were judged to be more wrong when aggressive towards a member of one's own sex than when aggressive towards a member of the opposite sex.

No significant differences, by sex, were found on the victim's rating on the Status-Role dimensions. An analysis by the single figures did reveal a significant difference on the Boy Scolding Girl figure, where the victim girl was rated as more wrong by the boys than by the girls. Overall, a difference by sex could be seen when the victim is a child; the ratings of the degree of wrongness of the victim were less, when the victim was a member of one's own sex. The same identification could not be seen in the ratings of adult victims. For most of the figures, the boys did rate the adult victim of children's aggression as more wrong than did the girls.

On all four indices, sex differences were found on the ratings of aggressor wrongness. The girls rated the wrongness of the aggressor significantly more wrong, except when the aggressor was male and the victim female, where the boys rated the aggressor as more wrong. These overall significant sex differences did not hold up for all dyads within each grouping, but only for the equal-pairs dyads, where two children were attacking each other.

For victim wrongness, the figure analysis only revealed significant sex differences on the Boy Scolding Girl dyad, where the girls rated the wrongness of the victim as less than the boys did. The opposite effect was seen, though not significant, for the Girl Scolding Boy dyad.

C. SES Differences

Significant differences by SES were found for both the aggressor's and the victim's ratings for the index Adult Attacking Child. The analysis by single pictures did not show any exceptions to these findings, i.e., that children from the higher SES did rate adult aggression as more wrong than the children from the lower SES, when the adult was a non-family member. When the adults were parents, however, a slight difference from this pattern was seen. On the figures, where parents were scolding, the parents were judged to be slightly more wrong by the lower SES children than by the higher. This pattern did not hold for the Parents Hitting figures where the higher SES children rated the aggressive behavior of parents as more wrong than the lower SES children, except for the oldest children rating the Mother Hitting Son dyad, where the lower SES children rated the mother as more wrong than did the higher SES children.

For the victim's ratings, the lower SES children generally rated the child victims as more wrong in adult to child aggression than the higher SES children did. But, the analysis revealed slight differences among the single figures. Over all the figures, the pattern was the same, but the differences were not significant for all the figures.

A significant SES difference was found on the picture Boy Scolding Mother, where the higher SES children rated the victim as more wrong than did the lower SES children. This was the only significant SES difference in the Child Scolding Adult pictures, but in all the figures the same pattern could be seen, the adult victim of children's aggression was judged to be more wrong by the higher SES than by the lower SES children.

A significant SES difference was also found on two of the figures composing the Child Attacking Child index, although no significant difference was found for the index as a whole. The differences were found on the figures, where girls were being hit by other children. The differences were in the pattern of the other situations; the aggressor's were rated as more wrong by the higher SES children than by the lower SES children.

No significant SES differences were found on the indices in the sex dimensions, and the SES differences found for individual figures did not suggest any sex dimension trends.

Summary

The Danish children considered the PAR to be the most difficult of the instruments in the study. Some difficulties in the conceptualization of the instrument in the translation at any rate has been shown. The use of the criteria for socio-economic status have been discussed, and the use of social class as 'a sub-cultural entity, without regard for the fundamental difference in the condition of life of the different social classes' (Danziger, 1970) has also been discussed.

The major findings were, that the Danish children did distinguish between the status of children and that of adults involved in the aggressive situations depicted. But the children did not accept every aggressive act performed by an adult as justified _per se_. With increasing age, the children developed a pattern of rejection of adult authority and thus asserted their own independence.

The Danish children showed an increasing tendency with age to see the aggressor and the victim in the different situations as equal in wrongness.

The girls in the study followed the expected role of girls as being less belligerent than boys, and rated aggressive behavior as more wrong than the boys did in most of the situations. The boys also followed the traditional pattern of their sex, when females were aggressive towards male peers, they rejected the aggressive behavior more strongly than the girls.

The data from the interviews did suggest, that the children had a realistic perception and understanding of the differences in society caused by status and role. These data also suggest, that the children have internalized the norms of the process of socialization to a certain degree, and behave in a way, that does not depend on too many external constraints.

With increasing age, the children demonstrated the view, that an adult, who is scolded by a child, has put himself in an embarrasing situation, and is not without guilt. Also, with increasing age, the children accentuated the view, that the child as a victim is neither wrong, nor right but morally neutral.

A difference was found between the ratings of the two SES groups on all the indices where adults attacked children, the children from the lower SES rated the child victims more wrong than the children from the higher SES. An explanation has been proposed, that the children from the higher SES do not consider adults as authoritarian persons without faults, to the same degree that the lower SES children do, because the children from the lower SES do not know adults as well as the children from the higher SES. On the interviews, the children from the lower SES responded to the question on severty of punishment more in terms of the punitive roles of the figures involved than in socio-emotional terms, as the higher SES children did. It was, as if the children from the lower SES - like the youngest children from both groups - had a greater fear of an emotional attachment to the different figures presented in the study.

The judgements of the Danish children on interpersonal aggression were not determined soley by the relative status of the aggressors and victims, but also by the role of the persons involved in the aggressive situation. The children from the higher SES distinguish between the roles of the authority figures around them more sharply than the lower SES children did. However, for all children the dim world of cohesive adult authority is replaced by a clearer view of the different roles for the different authorith figures as they grow older.

The older children demonstrated a significantly lower acceptance of physical aggression from parents. At the same time these older children show a greater tolerance of parental verbal aggression. Parents are not tolerated when using physical aggression, but are accepted when their aggression is verbal. At the same time this greater tolerance of verbal aggression from the parents is accompanied by a decrease in judgements of the wrongness of victims of parental scolding.

Comparable effects are seen for child-to-child aggression, greater acceptance occurred for an aggressive child using words, than for an aggressive child using physical force. The victims of aggression from peers were perceived as relatively neutral; the victims of physical aggression, however, was rated as more wrong than the victims of verbal aggression. The children demonstrated therefore, that it is not acceptable either to use physical force, or to provoke it.

The view of the sexes also changed among the children as they grew older. With increasing age, the children rated the female victim in aggressive situations less according to the stereotyped view of females as the weaker and more innocent sex. This is perhaps due to the new forms of contacts between the sexes the children are acquiring around the age of 12-14, where the children find out, that they can no longer regard representatives from the other sex as belonging to a strange and despised sort of beings, with whom no connection is allowed by the members or by one's own sex.

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DENMARK

TABLE: PROBLEM TWELVE

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY STATUS SCORES. ANOVA PROBLEM 12, VARIABLES 1-3. AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	ADULT ATTACKING CHILD 511,515,519,521,525,527, 529,533,537,539,545,553			CHILD ATTACKING ADULT 517,541,543,549,551, 557,559,563			CHILD ATTAKCING CHILD 513,523,531,535,547, 555,561,565		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	280.	2.93	1.08	280.	5.44	1.38	280.	4.39	1.03
SES 1	161.	2.72	1.11	161.	5.49	1.43	161.	4.19	1.12
SES 2	119.	3.15	1.05	119.	5.38	1.34	119.	4.58	0.94
GIRLS	136.	2.94	1.15	136.	5.69	1.25	136.	4.62	1.02
BOYS	144.	2.93	1.02	144.	5.19	1.52	144.	4.15	1.04
GRADE 6, TOTAL	283.	3.08	1.08	283.	5.41	1.52	283.	4.01	0.99
SES 1	139.	3.00	1.11	139.	5.50	1.51	139.	3.93	0.91
SES 2	144.	3.16	1.04	144.	5.33	1.53	144.	4.08	1.07
GIRLS	155.	3.16	1.11	155.	5.71	1.41	155.	4.22	0.99
BOYS	128.	3.01	1.04	128.	5.12	1.63	128.	3.80	0.99
GRADE 8, TOTAL	247.	3.09	1.02	247.	5.38	1.35	247.	3.91	0.92
SES 1	111.	3.13	1.03	111.	5.39	1.36	111.	3.90	0.92
SES 2	136.	3.05	1.01	136.	5.37	1.35	136.	3.93	0.92
GIRLS	119.	3.05	0.97	119.	5.39	1.32	119.	4.02	0.92
BOYS	128.	3.13	1.07	128.	5.36	1.38	128.	3.81	0.92
TOTAL SES 1	411.	2.95	1.08	411.	5.46	1.43	411.	4.01	0.98
TOTAL SES 2	399.	3.12	1.03	399.	5.36	1.40	399.	4.20	0.98
TOTAL GIRLS	410.	3.05	1.08	410.	5.60	1.33	410.	4.28	0.98
TOTAL BOYS	400.	3.02	1.04	400.	5.22	1.51	400.	3.92	0.98
SIGNIFICANT EFFECTS		SES			SEX			GRADE SEX	

TABLE: PROBLEM SIXTEEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY STATUS SCORES. ANOVA PROBLEM 16, VARIABLES 1-3. VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	ADULT ATTACKING CHILD 512,516,520,522,526,528, 530,534,538,540,546,554			CHILD ATTACKING ADULT 518,542,544,550, 552,558,560,564			CHILD ATTAKCING CHILD 514,524,532,536, 548,556,562,566		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	280.	4.30	1.08	280.	3.93	1.80	280.	3.38	1.07
SES 1	161.	4.33	1.06	161.	3.82	1.92	161.	3.38	1.12
SES 2	119.	4.27	1.10	119.	4.04	1.67	119.	3.38	1.02
GIRLS	136.	4.33	0.93	136.	3.67	1.77	136.	3.21	0.93
BOYS	144.	4.28	1.23	144.	4.19	1.82	144.	3.54	1.22
GRADE 6, TOTAL	283.	3.75	1.19	283.	4.91	1.81	283.	3.61	1.16
SES 1	139.	3.91	1.17	139.	4.82	1.88	139.	3.67	1.16
SES 2	144.	3.59	1.21	144.	5.00	1.75	144.	3.54	1.16
GIRLS	155.	3.61	1.12	155.	4.88	1.94	155.	3.56	1.17
BOYS	128.	3.89	1.27	128.	4.93	1.69	128.	3.65	1.15
GRADE 8, TOTAL	247.	3.34	1.21	247.	5.02	1.62	247.	3.56	1.11
SES 1	111.	3.46	1.10	111.	4.97	1.64	111.	3.60	1.11
SES 2	136.	3.21	1.32	136.	5.07	1.60	136.	3.51	1.12
GIRLS	119.	3.41	1.16	119.	5.03	1.56	119.	3.60	1.09
BOYS	128.	3.27	1.26	128.	5.01	1.68	128.	3.52	1.14
TOTAL SES 1	411.	3.90	1.11	411.	4.54	1.81	411.	3.55	1.13
TOTAL SES 2	399.	3.69	1.21	399.	4.70	1.67	399.	3.48	1.10
TOTAL GIRLS	410.	3.78	1.07	410.	4.53	1.75	410.	3.46	1.06
TOTAL BOYS	400.	3.81	1.25	400.	4.71	1.73	400.	3.57	1.17
SIGNIFICANT EFFECTS		GRADE SES			GRADE				

MEAN PEER AGGRESSION RATINGS FOR STATUS INDICES

Figure P 12 - SEX

DENMARK

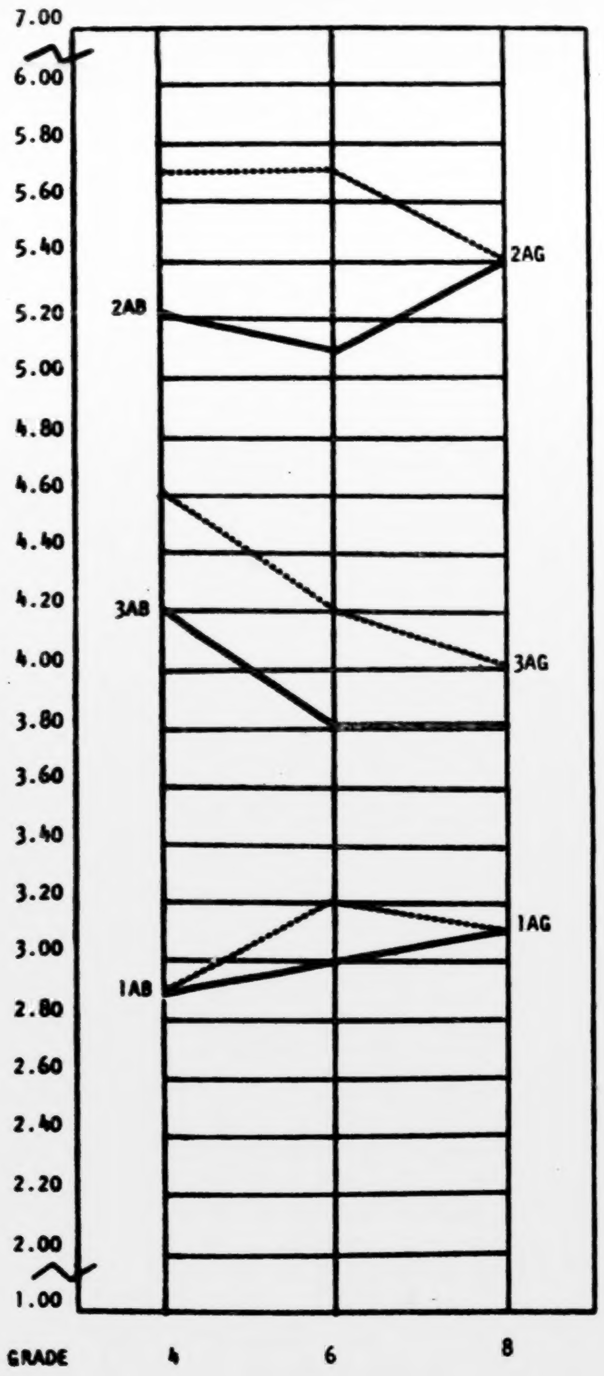
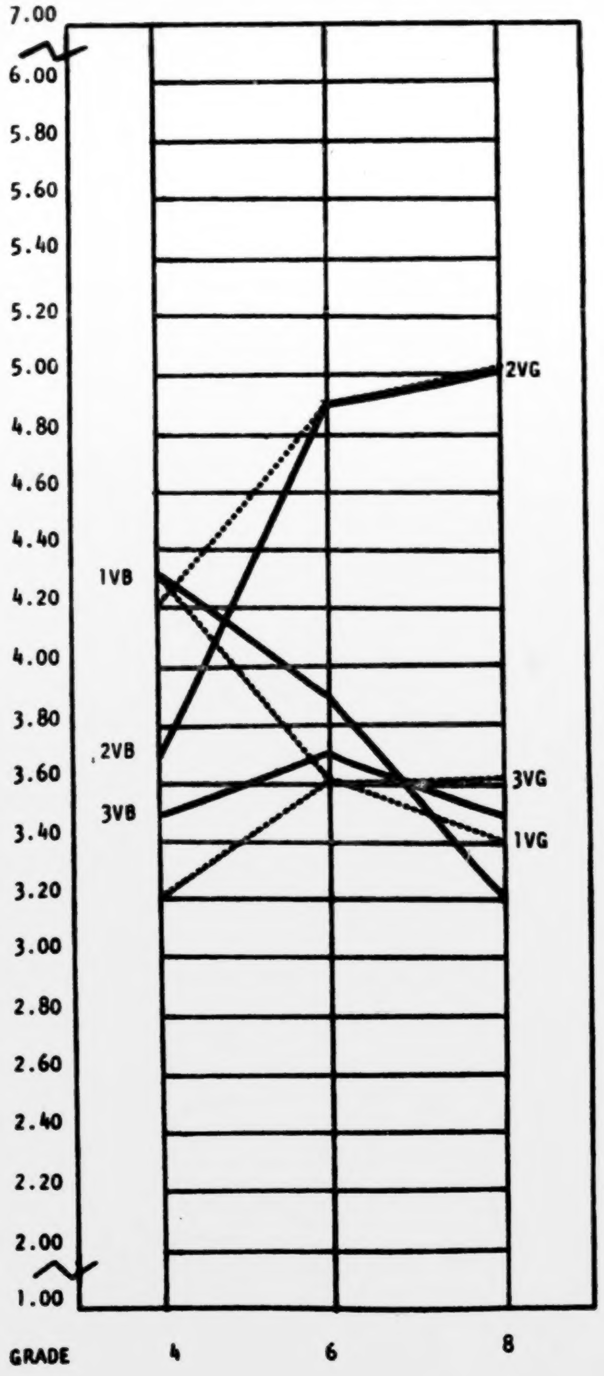


Figure P 16 - SEX

DENMARK



1 = ADULTS ATTACK CHILDREN
2 = CHILDREN ATTACK ADULTS
3 = CHILDREN ATTACK CHILDREN
A = AGGRESSORS' RATINGS
V = VICTIMS' RATINGS
B = BOYS' RATINGS
G = GIRLS' RATINGS

MEAN PEER AGGRESSION RATINGS FOR STATUS INDICES

Figure P 12 - SES

DENMARK

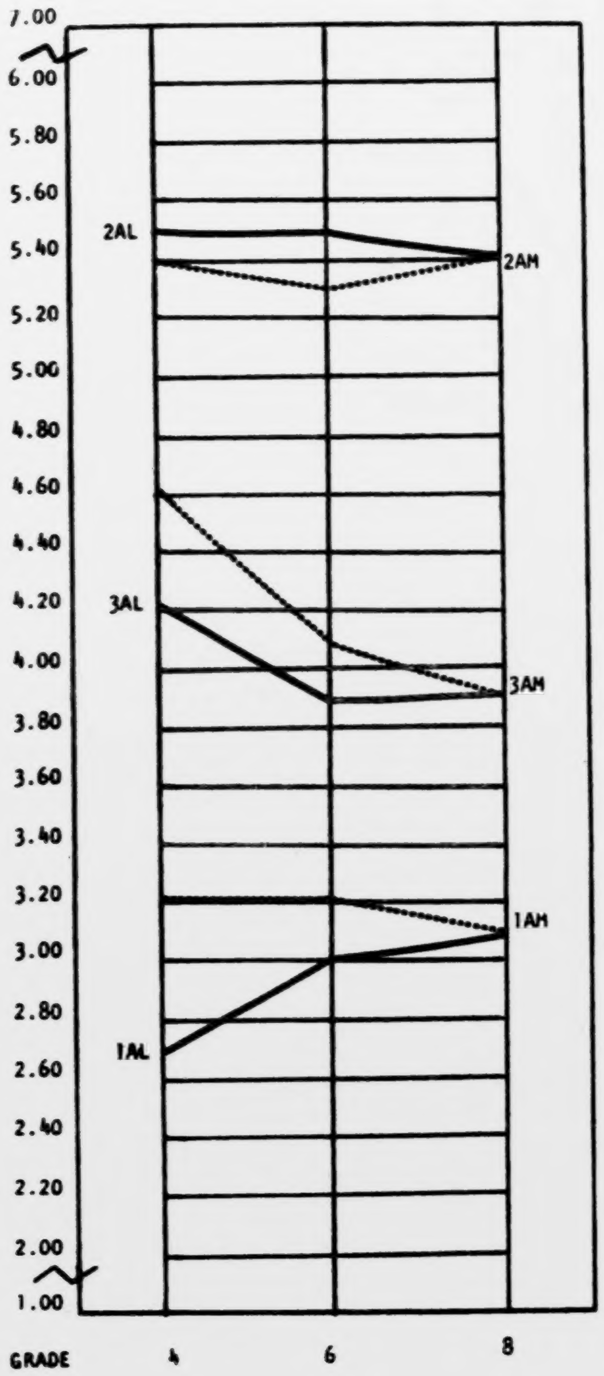
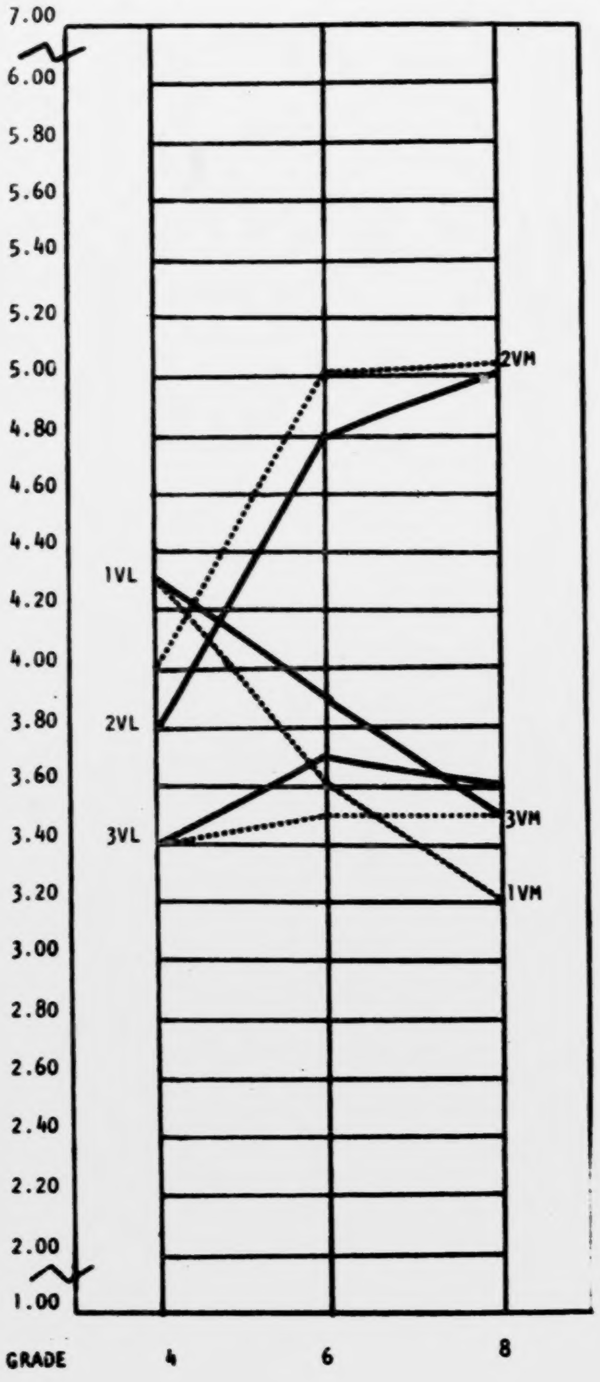


Figure P 16 - SES

DENMARK



1 = ADULTS ATTACK CHILDREN
2 = CHILDREN ATTACK ADULTS
3 = CHILDREN ATTACK CHILDREN
A = AGGRESSORS' RATINGS
V = VICTIMS' RATINGS
L = LOW SES
M = MIDDLE SES

DENMARK

TABLE: PROBLEM TEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAH CHOICES.

SUMMARY SET SCORES. ANOVA PROBLEM 10, VARIABLES 1-4. AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

	PARENTS HIT CHILDREN 521,529,539,553			CHILDREN HIT CHILDREN 513,535,547,561			PARENTS SCOLD CHILDREN 511,525,533,545			CHILDREN SCOLD CHILDREN 523,531,555,565		
GROUP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	280.	4.10	1.61	280.	4.62	1.20	280.	2.41	1.25	280.	4.13	1.22
SES 1	161.	3.67	1.68	161.	4.42	1.31	161.	2.33	1.23	161.	3.95	1.29
SES 2	119.	4.53	1.53	119.	4.83	1.10	119.	2.49	1.28	119.	4.31	1.15
GIRLS	136.	4.06	1.63	136.	4.91	1.13	136.	2.48	1.26	136.	4.31	1.20
BOYS	144.	4.14	1.59	144.	4.34	1.28	144.	2.34	1.25	144.	3.95	1.24
GRADE 6, TOTAL	283.	4.61	1.57	283.	4.33	1.20	283.	2.20	1.18	283.	3.57	1.26
SES 1	139.	4.40	1.65	139.	4.24	1.16	139.	2.23	1.23	139.	3.61	1.20
SES 2	144.	4.81	1.49	144.	4.41	1.24	144.	2.16	1.13	144.	3.73	1.32
GIRLS	155.	4.70	1.69	155.	4.61	1.08	155.	2.22	1.12	155.	3.80	1.25
BOYS	128.	4.52	1.45	128.	4.04	1.32	128.	2.17	1.24	128.	3.54	1.27
GRADE 8, TOTAL	247.	4.67	1.51	247.	4.42	1.10	247.	2.13	1.12	247.	3.39	1.13
SES 1	111.	4.65	1.53	111.	4.31	1.06	111.	2.25	1.20	111.	3.47	1.21
SES 2	136.	4.69	1.50	136.	4.53	1.14	136.	2.01	1.04	136.	3.30	1.05
GIRLS	119.	4.61	1.57	119.	4.45	1.09	119.	2.07	0.99	119.	3.56	1.12
BOYS	128.	4.71	1.45	128.	4.39	1.11	128.	2.20	1.25	128.	3.21	1.14
TOTAL SES 1	411.	4.24	1.62	411.	4.32	1.18	411.	2.27	1.22	411.	3.68	1.23
TOTAL SES 2	399.	4.68	1.51	399.	4.59	1.16	399.	2.22	1.15	399.	3.78	1.17
TOTAL GIRLS	410.	4.46	1.63	410.	4.66	1.10	410.	2.26	1.12	410.	3.89	1.19
TOTAL BOYS	400.	4.46	1.50	400.	4.26	1.24	400.	2.24	1.25	400.	3.57	1.22
SIGNIFICANT EFFECTS		GRADE SES			SES SEX			GRADE			GRADE SEX	

	CHILDREN SCOLD PARENTS 517,541,549,556			TEACHERS SCOLD CHILDREN 515,527			CHILDREN SCOLD TEACHERS 543,557			POLICEMEN SCOLD CHILDREN 519,537		
GROUP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	280.	5.38	1.39	280.	2.65	1.62	280.	5.26	1.82	280.	1.89	1.27
SES 1	161.	5.50	1.40	161.	2.43	1.50	161.	5.22	1.83	161.	1.81	1.26
SES 2	119.	5.26	1.38	119.	2.87	1.74	119.	5.30	1.82	119.	1.96	1.27
GIRLS	136.	5.54	1.30	136.	2.57	1.59	136.	5.57	1.61	136.	1.93	1.23
BOYS	144.	5.22	1.47	144.	2.73	1.65	144.	4.95	2.04	144.	1.84	1.31
GRADE 6, TOTAL	283.	5.53	1.48	283.	2.91	1.73	283.	4.99	2.05	283.	1.94	1.35
SES 1	139.	5.57	1.49	139.	2.83	1.66	139.	5.14	2.04	139.	1.87	1.43
SES 2	144.	5.49	1.46	144.	2.98	1.81	144.	4.83	2.05	144.	2.01	1.28
GIRLS	155.	5.81	1.36	155.	3.00	1.81	155.	5.22	2.04	155.	2.04	1.32
BOYS	128.	5.24	1.60	128.	2.81	1.66	128.	4.75	2.05	128.	1.83	1.39
GRADE 8, TOTAL	247.	5.46	1.45	247.	2.74	1.69	247.	5.06	1.81	247.	2.14	1.40
SES 1	111.	5.54	1.39	111.	2.78	1.55	111.	5.03	1.81	111.	2.15	1.47
SES 2	136.	5.38	1.52	136.	2.71	1.83	136.	5.09	1.81	136.	2.13	1.32
GIRLS	119.	5.44	1.45	119.	2.79	1.67	119.	4.98	1.90	119.	2.10	1.23
BOYS	128.	5.48	1.45	128.	2.70	1.72	128.	5.14	1.71	128.	2.18	1.57
TOTAL SES 1	411.	5.54	1.43	411.	2.68	1.57	411.	5.13	1.89	411.	1.94	1.39
TOTAL SES 2	399.	5.38	1.45	399.	2.85	1.79	399.	5.08	1.89	399.	2.03	1.29
TOTAL GIRLS	410.	5.60	1.37	410.	2.78	1.69	410.	5.26	1.85	410.	2.02	1.26
TOTAL BOYS	400.	5.31	1.51	400.	2.75	1.67	400.	4.95	1.94	400.	1.95	1.42
SIGNIFICANT EFFECTS		SEX										

	CHILDREN SCOLD POLICEMEN 551,563		
GROUP REPORTED	N	MEAN	S.D.
GRADE 4, TOTAL	280.	5.72	1.63
SES 1	161.	5.73	1.73
SES 2	119.	5.72	1.53
GIRLS	136.	6.07	1.37
BOYS	144.	5.37	1.88
GRADE 6, TOTAL	283.	5.63	1.72
SES 1	139.	5.74	1.67
SES 2	144.	5.51	1.77
GIRLS	155.	6.00	1.52
BOYS	128.	5.25	1.92
GRADE 8, TOTAL	247.	5.53	1.55
SES 1	111.	5.44	1.63
SES 2	136.	5.61	1.46
GIRLS	119.	5.69	1.47
BOYS	128.	5.37	1.63
TOTAL SES 1	411.	5.64	1.67
TOTAL SES 2	399.	5.61	1.59
TOTAL GIRLS	410.	5.92	1.45
TOTAL BOYS	400.	5.33	1.81
SIGNIFICANT EFFECTS			

DENMARK

TABLE: PROBLEM FOURTEEN
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY SET SCORES. ANOVA PROBLEM 14, VARIABLES 1-4. VICTIM RATING.
ITEM - FOR WRONG IS THE (VICTIM).

GROUP REPORTED	PARENTS HIT CHILDREN 522,530,540,554			CHILDREN HIT CHILDREN 514,536,546,562			PARENTS SCOLD CHILDREN 512,526,534,546			CHILDREN SCOLD CHILDREN 524,532,556,566		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	280.	3.93	1.30	280.	3.31	1.20	280.	4.34	1.27	280.	3.42	1.19
SES 1	161.	3.94	1.31	161.	3.31	1.27	161.	4.36	1.28	161.	3.42	1.25
SES 2	119.	3.92	1.29	119.	3.31	1.13	119.	4.32	1.26	119.	3.42	1.13
GIRLS	136.	3.97	1.14	136.	3.11	1.05	136.	4.34	1.14	136.	3.29	1.03
BOYS	144.	3.89	1.46	144.	3.51	1.35	144.	4.33	1.41	144.	3.56	1.36
GRADE 6, TOTAL	283.	3.55	1.32	283.	3.61	1.40	283.	3.87	1.36	283.	3.59	1.21
SES 1	139.	3.67	1.26	139.	3.65	1.42	139.	4.03	1.40	139.	3.68	1.20
SES 2	144.	3.42	1.38	144.	3.56	1.37	144.	3.71	1.35	144.	3.50	1.22
GIRLS	155.	3.41	1.26	155.	3.63	1.39	155.	3.72	1.27	155.	3.48	1.23
BOYS	128.	3.69	1.38	128.	3.58	1.40	128.	4.02	1.49	128.	3.70	1.19
GRADE 8, TOTAL	247.	3.31	1.24	247.	3.63	1.28	247.	3.27	1.35	247.	3.46	1.16
SES 1	111.	3.47	1.11	111.	3.72	1.25	111.	3.40	1.26	111.	3.47	1.18
SES 2	136.	3.15	1.17	136.	3.55	1.32	136.	3.14	1.43	136.	3.45	1.14
GIRLS	119.	3.37	1.16	119.	3.70	1.20	119.	3.38	1.33	119.	3.47	1.20
BOYS	128.	3.25	1.32	128.	3.57	1.36	128.	3.17	1.36	128.	3.45	1.13
TOTAL SES 1	411.	3.69	1.22	411.	3.56	1.31	411.	3.93	1.31	411.	3.52	1.21
TOTAL SES 2	399.	3.50	1.35	399.	3.47	1.27	399.	3.73	1.35	399.	3.46	1.17
TOTAL GIRLS	410.	3.59	1.19	410.	3.48	1.22	410.	3.81	1.24	410.	3.41	1.15
TOTAL BOYS	400.	3.61	1.39	400.	3.55	1.37	400.	3.84	1.42	400.	3.57	1.23
SIGNIFICANT EFFECTS	**GRADE SES**			**GRADE**			**GRADE SES**					

GROUP REPORTED	CHILDREN SCOLD PARENTS 518,542,550,560			TEACHERS SCOLD CHILDREN 516,528			CHILDREN SCOLD TEACHERS 544,558			POLICEMEN SCOLD CHILDREN 520,538		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	280.	3.84	1.78	280.	4.34	1.42	280.	4.14	2.02	280.	4.87	1.33
SES 1	161.	3.69	1.88	161.	4.40	1.32	161.	4.03	2.16	161.	4.94	1.28
SES 2	119.	3.99	1.68	119.	4.29	1.51	119.	4.24	1.89	119.	4.81	1.38
GIRLS	136.	3.59	1.76	136.	4.38	1.28	136.	3.95	1.96	136.	4.89	1.13
BOYS	144.	4.09	1.81	144.	4.31	1.55	144.	4.33	2.09	144.	4.86	1.53
GRADE 6, TOTAL	283.	4.88	1.84	283.	3.60	1.50	283.	5.03	2.01	283.	4.02	1.59
SES 1	139.	4.79	1.88	139.	3.76	1.49	139.	4.96	2.13	139.	4.25	1.58
SES 2	144.	4.96	1.81	144.	3.44	1.50	144.	5.10	1.89	144.	3.80	1.61
GIRLS	155.	4.84	1.99	155.	3.43	1.45	155.	4.99	2.09	155.	3.92	1.54
BOYS	128.	4.92	1.70	128.	3.76	1.54	128.	5.06	1.94	128.	4.13	1.65
GRADE 8, TOTAL	247.	5.10	1.67	247.	3.34	1.45	247.	5.08	1.73	247.	3.48	1.55
SES 1	111.	5.03	1.70	111.	3.44	1.28	111.	4.99	1.72	111.	3.55	1.41
SES 2	136.	5.17	1.65	136.	3.24	1.61	136.	5.16	1.75	136.	3.41	1.68
GIRLS	119.	5.16	1.60	119.	3.32	1.38	119.	5.14	1.72	119.	3.61	1.58
BOYS	128.	5.03	1.74	128.	3.37	1.52	128.	5.01	1.75	128.	3.35	1.51
TOTAL SES 1	411.	4.50	1.82	411.	3.87	1.37	411.	4.66	2.00	411.	4.25	1.42
TOTAL SES 2	399.	4.71	1.71	399.	3.66	1.54	399.	4.83	1.84	399.	4.01	1.56
TOTAL GIRLS	410.	4.53	1.78	410.	3.71	1.37	410.	4.69	1.92	410.	4.14	1.42
TOTAL BOYS	400.	4.68	1.75	400.	3.82	1.54	400.	4.80	1.93	400.	4.11	1.56
SIGNIFICANT EFFECTS	**GRADE**			**GRADE SES**			**GRADE**			**GRADE SES**		

GROUP REPORTED	CHILDREN SCOLD POLICEMEN 552,564		
	N	MEAN	S.D.
GRADE 4, TOTAL	280.	3.92	2.22
SES 1	161.	3.90	2.35
SES 2	119.	3.95	2.10
GIRLS	136.	3.57	2.15
BOYS	144.	4.27	2.30
GRADE 6, TOTAL	283.	4.86	2.08
SES 1	139.	4.74	2.14
SES 2	144.	4.97	2.01
GIRLS	155.	4.88	2.12
BOYS	128.	4.84	2.04
GRADE 8, TOTAL	247.	4.83	1.98
SES 1	111.	4.84	1.98
SES 2	136.	4.82	1.99
GIRLS	119.	4.69	1.95
BOYS	128.	4.97	2.01
TOTAL SES 1	411.	4.50	2.16
TOTAL SES 2	399.	4.58	2.03
TOTAL GIRLS	410.	4.38	2.07
TOTAL BOYS	400.	4.69	2.12
SIGNIFICANT EFFECTS	**GRADE**		

DENMARK

TABLE: PROBLEM ELEVEN
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY SEX SCORES. ANOVA PROBLEM 11, VARIABLES 1-4. AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	MALE ATTACKING MALE 511,519,531,535,539,541,563			MALE ATTACKING FEMALE 517,523,529,533,537,561			FEMALE ATTACKING MALE 513,545,549,551,553,555			FEMALE ATTACKING FEMALE 521,525,547,559,565		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	280.	3.96	0.87	280.	3.99	0.95	280.	4.28	1.09	280.	4.18	1.07
SES 1	161.	3.85	0.85	161.	3.91	0.92	161.	4.08	1.15	161.	4.03	1.17
SES 2	119.	4.07	0.89	119.	4.08	0.99	119.	4.47	1.33	119.	4.33	0.96
GIRLS	136.	4.24	0.84	136.	4.27	0.92	136.	4.16	1.08	136.	4.27	1.03
BOYS	144.	3.68	0.90	144.	3.71	0.98	144.	4.39	1.09	144.	4.08	1.10
GRADE 6, TOTAL	283.	3.86	0.77	283.	4.02	0.91	283.	4.23	0.98	283.	4.07	0.99
SES 1	139.	3.77	0.77	139.	3.94	1.02	139.	4.26	1.01	139.	4.05	0.98
SES 2	144.	3.95	0.76	144.	4.10	0.80	144.	4.19	0.96	144.	4.09	0.99
GIRLS	155.	4.14	0.73	155.	4.40	0.96	155.	3.98	0.88	155.	4.35	0.92
BOYS	128.	3.57	0.80	128.	3.64	0.86	128.	4.47	1.06	128.	3.79	1.05
GRADE 8, TOTAL	247.	3.87	0.77	247.	4.03	0.84	247.	4.08	0.84	247.	4.07	0.87
SES 1	111.	3.89	0.76	111.	4.01	0.78	111.	4.15	0.84	111.	4.06	0.85
SES 2	136.	3.85	0.78	136.	4.04	0.89	136.	4.01	0.85	136.	4.08	0.89
GIRLS	119.	3.96	0.76	119.	4.17	0.87	119.	3.88	0.80	119.	4.11	0.85
BOYS	128.	3.77	0.77	128.	3.89	0.80	128.	4.28	0.88	128.	4.03	0.90
TOTAL SES 1	411.	3.83	0.79	411.	3.95	0.91	411.	4.16	1.00	411.	4.05	1.00
TOTAL SES 2	399.	3.96	0.81	399.	4.07	0.89	399.	4.22	0.94	399.	4.16	0.95
TOTAL GIRLS	410.	4.11	0.78	410.	4.28	0.91	410.	4.01	0.92	410.	4.25	0.94
TOTAL BOYS	400.	3.67	0.82	400.	3.75	0.88	400.	4.38	1.02	400.	3.97	1.02
SIGNIFICANT EFFECTS		SEX			SEX			SEX			SEX	

TABLE: PROBLEM FIFTEEN
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY SEX SCORES. ANOVA PROBLEM 15, VARIABLES 1-4. VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	MALE ATTACKING MALE 512,520,532,536,540,542,564			MALE ATTACKING FEMALE 518,523,529,534,538,562			FEMALE ATTACKING MALE 514,546,550,552,554,556			FEMALE ATTACKING FEMALE 522,526,548,560,566		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	280.	3.96	0.93	280.	3.79	1.02	280.	3.92	1.19	280.	3.88	1.10
SES 1	161.	3.95	0.91	161.	3.76	1.02	161.	3.90	1.21	161.	3.89	1.14
SES 2	119.	3.97	0.95	119.	3.82	1.01	119.	3.94	1.16	119.	3.88	1.06
GIRLS	136.	3.90	0.92	136.	3.53	0.87	136.	3.92	1.06	136.	3.72	0.99
BOYS	144.	4.02	0.95	144.	4.05	1.16	144.	3.92	1.31	144.	4.05	1.21
GRADE 6, TOTAL	283.	4.08	1.08	283.	3.77	1.06	283.	4.17	1.16	283.	4.00	1.12
SES 1	139.	4.10	1.16	139.	3.86	1.19	139.	4.22	1.18	139.	4.10	1.25
SES 2	144.	4.06	0.99	144.	3.67	0.92	144.	4.13	1.14	144.	3.89	1.00
GIRLS	155.	4.05	1.09	155.	3.56	1.04	155.	4.24	1.17	155.	3.83	1.13
BOYS	128.	4.10	1.06	128.	3.97	1.07	128.	4.11	1.15	128.	4.16	1.11
GRADE 8, TOTAL	247.	3.86	0.91	247.	3.65	0.95	247.	4.02	1.06	247.	3.82	0.99
SES 1	111.	3.86	0.87	111.	3.71	0.85	111.	4.12	1.09	111.	3.90	0.91
SES 2	136.	3.86	0.96	136.	3.58	1.05	136.	3.91	1.04	136.	3.74	1.08
GIRLS	119.	3.94	0.98	119.	3.72	0.97	119.	4.03	1.01	119.	3.86	1.01
BOYS	128.	3.79	0.85	128.	3.58	0.93	128.	4.00	1.11	128.	3.79	0.98
TOTAL SES 1	411.	3.97	0.98	411.	3.78	1.02	411.	4.08	1.16	411.	3.96	1.10
TOTAL SES 2	399.	3.96	0.97	399.	3.69	0.99	399.	3.99	1.11	399.	3.84	1.04
TOTAL GIRLS	410.	3.96	1.00	410.	3.60	0.96	410.	4.06	1.08	410.	3.80	1.04
TOTAL BOYS	400.	3.77	0.95	400.	3.87	1.05	400.	4.01	1.19	400.	4.00	1.10
SIGNIFICANT EFFECTS								GRADE				

MEAN PEER AGGRESSION RATINGS FOR SEX INDICES

Figure P 11 - SEX

DENMARK

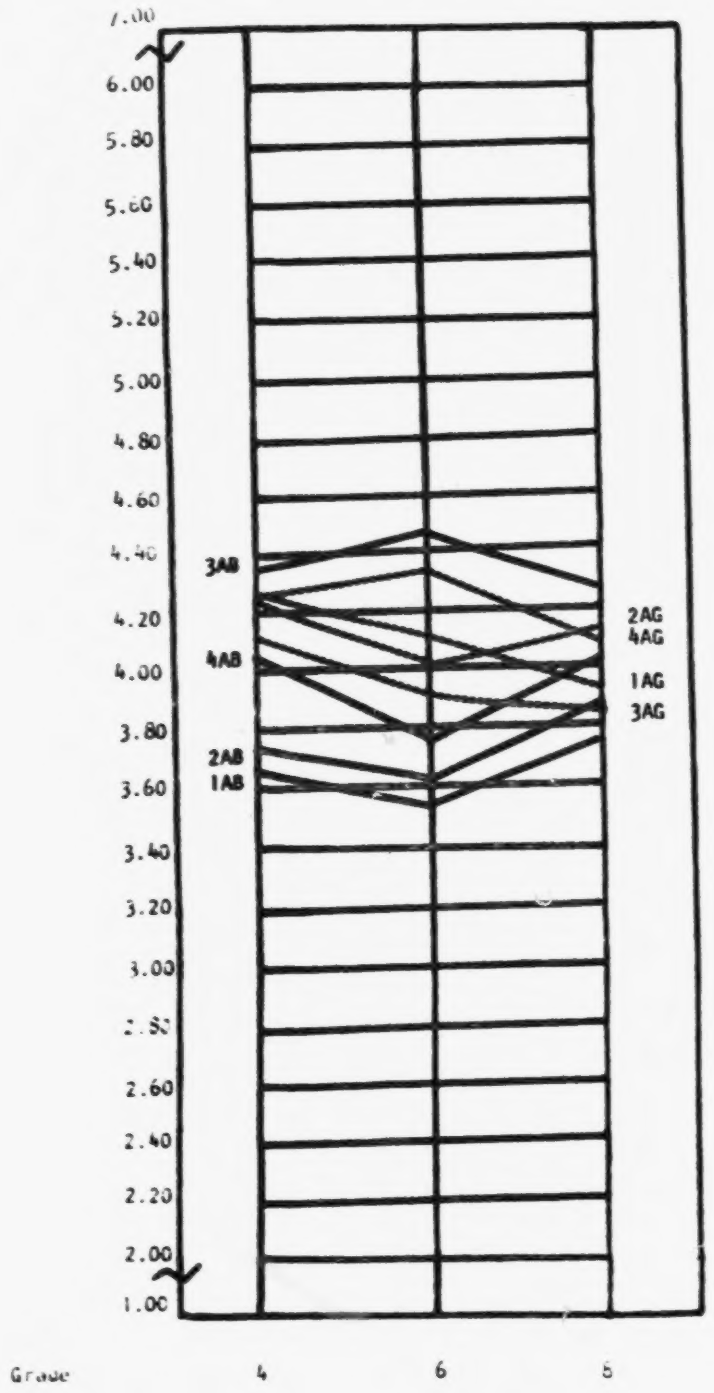
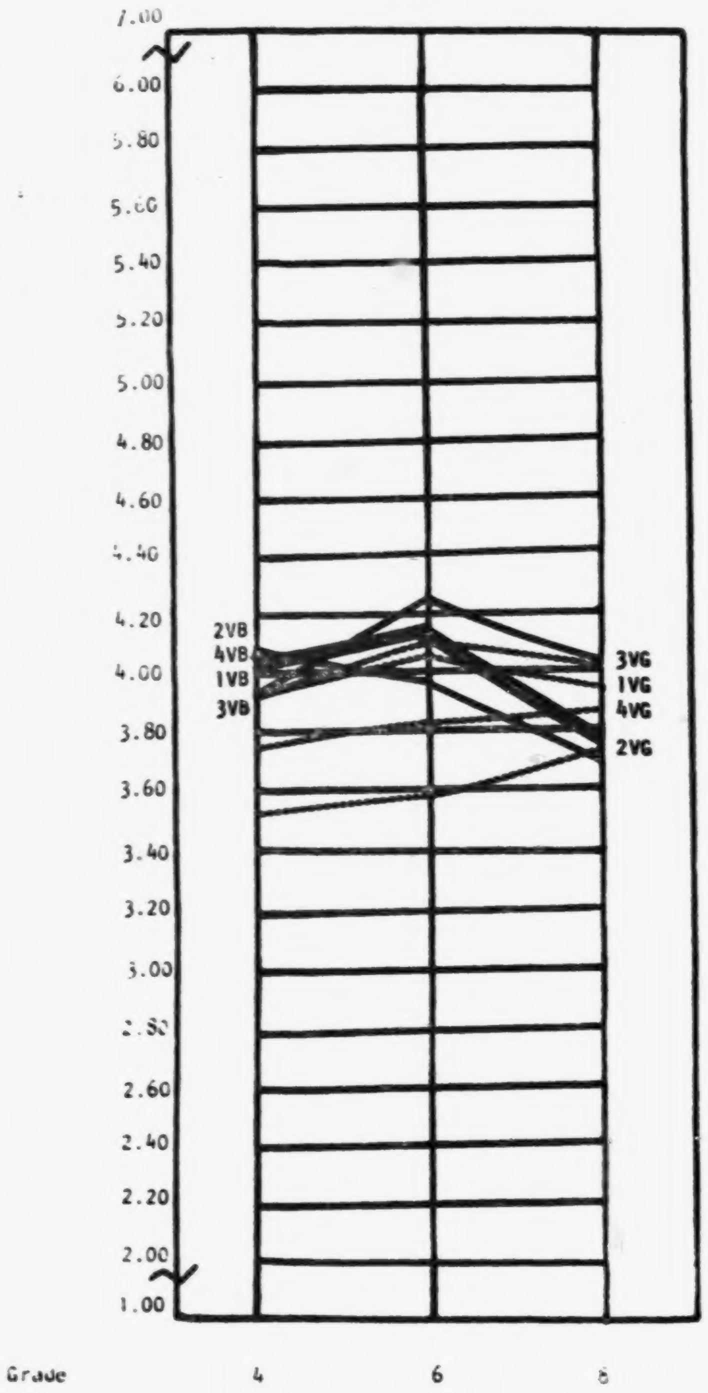


Figure P 15 - SEX

DENMARK



1 = MALES ATTACK MALES
2 = MALES ATTACK FEMALES
3 = FEMALES ATTACK MALES
4 = FEMALES ATTACK FEMALES
A = AGGRESSORS' RATINGS
V = VICTIMS' RATINGS
B = BOYS' RATINGS
G = GIRLS' RATINGS

DENMARK

TABLE: PROBLEM NINE
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 9. AGGRESSOR RATING.
ITEM - FOR WRONG IS THE (AGGRESSOR).

GROUP REPORTED	FATHER HITTING SON 549 N	MEAN	S.D.	FATHER HITTING DAUGHTER 529 N	MEAN	S.D.	MOTHER HITTING SON 553 N	MEAN	S.D.	MOTHER HITTING DAUGHTER 521 N	MEAN	S.D.
GRADE 4, TOTAL	280.	4.49	2.15	280.	4.71	2.15	260.	3.82	2.21	260.	3.47	1.89
SES 1	161.	4.07	2.35	161.	4.36	2.27	161.	3.30	2.30	161.	3.01	1.86
SES 2	119.	4.90	1.96	119.	5.06	2.03	119.	4.33	2.11	119.	3.93	1.92
GIRLS	136.	4.36	2.17	136.	4.63	2.10	136.	3.75	2.22	136.	3.57	1.80
BOYS	144.	4.62	2.13	144.	4.79	2.20	144.	3.88	2.20	144.	3.37	1.98
GRADE 6, TOTAL	283.	4.91	2.06	283.	5.12	2.01	283.	4.45	2.19	283.	4.03	1.89
SES 1	139.	4.69	2.25	139.	4.90	2.19	139.	4.34	2.25	139.	3.77	2.00
SES 2	144.	5.15	1.86	144.	5.35	1.83	144.	4.57	2.14	144.	4.28	1.79
GIRLS	155.	5.09	2.02	155.	5.15	2.04	155.	4.37	2.25	155.	4.26	1.85
BOYS	128.	4.73	2.09	128.	5.09	1.98	128.	4.53	2.14	128.	3.80	1.94
GRADE 8, TOTAL	247.	4.84	1.86	247.	5.18	1.78	247.	4.42	1.93	247.	4.33	1.75
SES 1	111.	4.78	1.89	111.	5.13	1.68	111.	4.50	2.00	111.	4.27	1.67
SES 2	136.	4.91	1.82	136.	5.22	1.89	136.	4.33	1.85	136.	4.40	1.82
GIRLS	119.	4.81	1.83	119.	5.14	1.80	119.	4.30	1.96	119.	4.27	1.74
BOYS	128.	4.87	1.89	128.	5.21	1.77	128.	4.53	1.90	128.	4.40	1.76
TOTAL SES 1	411.	4.51	2.16	411.	4.80	2.05	411.	4.05	2.18	411.	3.69	1.84
TOTAL SES 2	399.	4.99	1.88	399.	5.21	1.91	399.	4.41	2.03	399.	4.20	1.84
TOTAL GIRLS	410.	4.75	2.01	410.	4.97	1.98	410.	4.14	2.14	410.	4.03	1.83
TOTAL BOYS	400.	4.74	2.04	400.	5.03	1.98	400.	4.31	2.08	400.	3.85	1.89
SIGNIFICANT EFFECTS		SES			GRADE SES			GRADE SES			GRADE SES	

GROUP REPORTED	BOY HITTING BOY 535 N	MEAN	S.D.	BOY HITTING GIRL 561 N	MEAN	S.D.	GIRL HITTING BOY 513 N	MEAN	S.D.	GIRL HITTING GIRL 547 N	MEAN	S.D.
GRADE 4, TOTAL	280.	4.82	1.76	280.	4.89	1.88	280.	4.00	2.12	280.	4.87	1.81
SES 1	161.	4.75	1.87	161.	4.69	2.01	161.	3.69	2.23	161.	4.63	2.07
SES 2	119.	4.89	1.70	119.	5.09	1.75	119.	4.31	2.02	119.	5.10	1.55
GIRLS	136.	5.42	1.44	136.	5.57	1.55	136.	3.73	2.07	136.	4.98	1.65
BOYS	144.	4.22	2.12	144.	4.21	2.20	144.	4.27	2.17	144.	4.76	1.97
GRADE 6, TOTAL	283.	4.14	1.89	283.	5.18	1.73	283.	3.71	1.96	283.	4.36	2.01
SES 1	139.	4.07	1.90	139.	5.02	1.83	139.	3.80	2.04	139.	4.15	2.01
SES 2	144.	4.21	1.89	144.	5.34	1.63	144.	3.61	1.89	144.	4.58	2.00
GIRLS	155.	4.61	1.79	155.	6.03	1.24	155.	2.87	1.77	155.	5.02	1.90
BOYS	128.	3.66	2.00	128.	4.32	2.22	128.	4.54	2.15	128.	3.71	2.11
GRADE 8, TOTAL	247.	4.16	1.81	247.	5.31	1.52	247.	3.57	1.88	247.	4.74	1.71
SES 1	111.	3.96	1.80	111.	5.16	1.58	111.	3.62	1.83	111.	4.58	1.66
SES 2	136.	4.35	1.83	136.	5.47	1.46	136.	3.52	1.93	136.	4.89	1.76
GIRLS	119.	4.46	1.75	119.	5.50	1.37	119.	2.96	1.71	119.	4.97	1.63
BOYS	128.	3.85	1.88	128.	5.13	1.67	128.	4.18	2.05	128.	4.51	1.79
TOTAL SES 1	411.	4.26	1.86	411.	4.95	1.80	411.	3.70	2.03	411.	4.46	1.92
TOTAL SES 2	399.	4.48	1.80	399.	5.30	1.61	399.	3.81	1.95	399.	4.86	1.77
TOTAL GIRLS	410.	4.83	1.66	410.	5.70	1.39	410.	3.19	1.85	410.	4.99	1.73
TOTAL BOYS	400.	3.91	2.00	400.	4.55	2.03	400.	4.33	2.13	400.	4.32	1.96
SIGNIFICANT EFFECTS		GRADE SEX			GRADE SES SEX			SEX			SES SEX	

DENMARK

TABLE: PROBLEM NINE
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 9. AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

	FATHER SCOLDING SON 511			FATHER SCOLDING DAUGHTER 533			MOTHER SCOLDING SON 545			MOTHER SCOLDING DAUGHTER 525		
GROUP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	280.	1.86	1.25	280.	2.86	1.93	280.	2.43	1.75	280.	2.57	1.76
SES 1	161.	1.82	1.26	161.	2.74	1.88	161.	2.32	1.81	161.	2.52	1.79
SES 2	119.	1.90	1.23	119.	2.98	1.98	119.	2.54	1.69	119.	2.62	1.73
GIRLS	136.	1.89	1.27	136.	2.98	1.87	136.	2.43	1.64	136.	2.71	1.72
BOYS	144.	1.83	1.23	144.	2.74	1.99	144.	2.44	1.85	144.	2.43	1.79
GRADE 6, TOTAL	283.	1.88	1.26	283.	2.38	1.65	283.	2.35	1.81	283.	2.26	1.64
SES 1	139.	1.81	1.31	139.	2.41	1.80	139.	2.50	1.93	139.	2.29	1.63
SES 2	144.	1.94	1.22	144.	2.34	1.50	144.	2.20	1.69	144.	2.23	1.64
GIRLS	155.	1.85	1.17	155.	2.75	1.84	155.	2.08	1.51	155.	2.30	1.50
BOYS	128.	1.90	1.36	128.	2.00	1.47	128.	2.62	2.11	128.	2.22	1.77
GRADE 8, TOTAL	247.	1.85	1.15	247.	2.40	1.65	247.	2.18	1.42	247.	2.17	1.53
SES 1	111.	1.98	1.29	111.	2.50	1.70	111.	2.27	1.43	111.	2.32	1.61
SES 2	136.	1.73	1.02	136.	2.29	1.60	136.	2.09	1.40	136.	2.02	1.45
GIRLS	119.	1.74	1.00	119.	2.45	1.62	119.	2.10	1.29	119.	2.05	1.35
BOYS	128.	1.96	1.30	128.	2.34	1.68	128.	2.26	1.54	128.	2.29	1.71
TOTAL SES 1	411.	1.87	1.29	411.	2.55	1.79	411.	2.37	1.72	411.	2.38	1.68
TOTAL SES 2	399.	1.86	1.16	399.	2.54	1.70	399.	2.28	1.59	399.	2.29	1.61
TOTAL GIRLS	410.	1.83	1.15	410.	2.73	1.78	410.	2.20	1.48	410.	2.35	1.52
TOTAL BOYS	400.	1.90	1.30	400.	2.36	1.72	400.	2.44	1.83	400.	2.32	1.76
SIGNIFICANT EFFECTS					GRADE	SEX					GRADE	

	BOY SCOLDING BOY 531			BOY SCOLDING GIRL 523			GIRL SCOLDING BOY 555			GIRL SCOLDING GIRL 565		
GROUP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	280.	3.95	1.88	280.	3.99	1.76	280.	4.15	1.95	280.	4.53	1.79
SES 1	161.	3.81	1.92	161.	3.95	1.78	161.	3.75	2.09	161.	4.38	1.98
SES 2	119.	4.09	1.84	119.	4.04	1.74	119.	4.54	1.80	119.	4.67	1.59
GIRLS	136.	4.53	1.72	136.	4.62	1.52	136.	3.53	1.82	136.	4.64	1.67
BOYS	144.	3.37	2.04	144.	3.37	2.00	144.	4.76	2.07	144.	4.41	1.93
GRADE 6, TOTAL	283.	3.42	1.90	283.	3.50	1.85	283.	3.60	2.03	283.	4.25	1.96
SES 1	139.	3.19	1.82	139.	3.42	1.83	139.	3.54	2.01	139.	4.37	2.03
SES 2	144.	3.64	1.98	144.	3.57	1.87	144.	3.67	2.05	144.	4.12	1.89
GIRLS	155.	3.82	1.85	155.	4.29	1.83	155.	2.69	1.80	155.	4.48	1.88
BOYS	128.	3.02	1.95	128.	2.70	1.86	128.	4.52	2.27	128.	4.02	2.04
GRADE 8, TOTAL	247.	3.25	1.76	247.	3.43	1.64	247.	3.18	1.74	247.	3.78	1.73
SES 1	111.	3.39	1.79	111.	3.39	1.62	111.	3.47	1.76	111.	3.73	1.75
SES 2	136.	3.11	1.73	136.	3.46	1.67	136.	2.90	1.71	136.	3.84	1.71
GIRLS	119.	3.67	1.83	119.	4.06	1.72	119.	2.71	1.62	119.	3.92	1.64
BOYS	128.	2.83	1.67	128.	2.79	1.56	128.	3.66	1.85	128.	3.65	1.82
TOTAL SES 1	411.	3.46	1.85	411.	3.59	1.74	411.	3.59	1.96	411.	4.16	1.92
TOTAL SES 2	399.	3.61	1.85	399.	3.69	1.76	399.	3.70	1.86	399.	4.21	1.73
TOTAL GIRLS	410.	4.01	1.80	410.	4.32	1.69	410.	2.98	1.75	410.	4.34	1.73
TOTAL BOYS	400.	3.09	1.90	400.	2.95	1.81	400.	4.31	2.06	400.	4.03	1.92
SIGNIFICANT EFFECTS		GRADE	SEX		GRADE	SEX	GRADE		SEX		GRADE	SEX

DENMARK

TABLE: PROBLEM NINE
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAH INDICES.

ANOVA PROBLEM 9. AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	BOY SCOLDING FATHER 541			BOY SCOLDING MOTHER 517			GIRL SCOLDING FATHER 549			GIRL SCOLDING MOTHER 559		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	280.	5.15	1.97	280.	5.58	1.73	280.	5.41	1.89	280.	5.46	1.68
SES 1	161.	5.20	2.10	161.	5.76	1.63	161.	5.51	1.99	161.	5.61	1.79
SES 2	119.	5.11	1.85	119.	5.40	1.84	119.	5.30	1.79	119.	5.31	1.58
GIRLS	136.	5.58	1.71	136.	5.76	1.52	136.	5.44	1.77	136.	5.47	1.50
BOYS	144.	4.73	2.24	144.	5.39	1.94	144.	5.37	2.02	144.	5.45	1.87
GRADE 6, TOTAL	283.	5.41	1.95	283.	5.83	1.68	283.	5.48	1.88	283.	5.46	1.82
SES 1	139.	5.28	2.04	139.	5.84	1.81	139.	5.55	1.89	139.	5.68	1.69
SES 2	144.	5.55	1.85	144.	5.82	1.55	144.	5.41	1.86	144.	5.23	1.96
GIRLS	155.	5.89	1.65	155.	5.90	1.59	155.	5.80	1.79	155.	5.72	1.76
BOYS	128.	4.94	2.25	128.	5.75	1.76	128.	5.16	1.96	128.	5.19	1.89
GRADE 8, TOTAL	247.	5.43	1.85	247.	5.60	1.62	247.	5.56	1.69	247.	5.33	1.77
SES 1	111.	5.58	1.74	111.	5.63	1.53	111.	5.60	1.68	111.	5.41	1.78
SES 2	136.	5.28	1.95	136.	5.57	1.70	136.	5.52	1.70	136.	5.25	1.76
GIRLS	119.	5.45	1.81	119.	5.58	1.64	119.	5.47	1.74	119.	5.36	1.78
BOYS	128.	5.42	1.88	128.	5.62	1.60	128.	5.65	1.64	128.	5.30	1.76
TOTAL SES 1	411.	5.35	1.96	411.	5.74	1.66	411.	5.55	1.86	411.	5.57	1.75
TOTAL SES 2	399.	5.31	1.88	399.	5.59	1.69	399.	5.41	1.78	399.	5.26	1.77
TOTAL GIRLS	410.	5.64	1.72	410.	5.75	1.58	410.	5.57	1.77	410.	5.52	1.68
TOTAL BOYS	400.	5.03	2.12	400.	5.59	1.76	400.	5.39	1.87	400.	5.31	1.84
SIGNIFICANT EFFECTS		SEX										

GROUP REPORTED	TEACHER SCOLDING BOY 515			TEACHER SCOLDING GIRL 527			BOY SCOLDING TEACHER			GIRL SCOLDING TEACHER		
								557			543	
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	280.	2.54	1.77	280.	2.75	1.91	280.	5.27	1.97	280.	5.25	2.17
SES 1	161.	2.28	1.64	161.	2.57	1.86	161.	5.29	1.99	161.	5.15	2.20
SES 2	119.	2.80	1.91	119.	2.93	1.96	119.	5.26	1.94	119.	5.35	2.14
GIRLS	136.	2.41	1.62	136.	2.72	1.83	136.	5.66	1.61	136.	5.48	2.06
BOYS	144.	2.68	1.93	144.	2.78	1.99	144.	4.88	2.32	144.	5.02	2.27
GRADE 6, TOTAL	283.	2.97	2.04	283.	2.84	1.97	283.	5.06	2.15	283.	4.91	2.31
SES 1	139.	2.88	2.02	139.	2.77	2.02	139.	5.09	2.19	139.	5.19	2.28
SES 2	144.	3.06	2.07	144.	2.90	1.92	144.	5.03	2.11	144.	4.63	2.34
GIRLS	155.	2.92	1.93	155.	3.07	2.05	155.	5.47	2.02	155.	4.97	2.37
BOYS	128.	3.03	2.15	128.	2.60	1.89	128.	4.64	2.29	128.	4.85	2.25
GRADE 8, TOTAL	247.	2.73	1.94	247.	2.76	1.77	247.	5.13	1.91	247.	4.99	1.97
SES 1	111.	2.76	1.91	111.	2.79	1.61	111.	5.03	1.97	111.	5.03	1.96
SES 2	136.	2.69	1.97	136.	2.73	1.94	136.	5.23	1.86	136.	4.95	1.99
GIRLS	119.	2.77	1.87	119.	2.80	1.79	119.	5.09	1.98	119.	4.88	2.07
BOYS	128.	2.68	2.00	128.	2.72	1.76	128.	5.18	1.85	128.	5.11	1.87
TOTAL SES 1	411.	2.64	1.85	411.	2.71	1.83	411.	5.14	2.05	411.	5.12	2.14
TOTAL SES 2	399.	2.85	1.98	399.	2.86	1.94	399.	5.17	1.97	399.	4.98	2.16
TOTAL GIRLS	410.	2.70	1.81	410.	2.87	1.89	410.	5.41	1.87	410.	5.11	2.17
TOTAL BOYS	400.	2.79	2.02	400.	2.70	1.68	400.	4.90	2.15	400.	4.99	2.13
SIGNIFICANT EFFECTS								SEX				

DENMARK

TABLE: PROBLEM NINE

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 9, AGGRESSOR RATING.

ITEM - HOW WRONG IS THE (AGGRESSOR).

	POLICEMAN SCOLDING BOY 519			POLICEMAN SCOLDING GIRL 537			BOY SCOLDING POLICEMAN 563			GIRL SCOLDING POLICEMAN 551		
GROUP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	280.	1.84	1.48	280.	1.94	1.52	280.	5.59	1.83	280.	5.85	1.84
SES 1	161.	1.68	1.35	161.	1.95	1.65	161.	5.57	1.92	161.	5.88	1.91
SES 2	119.	2.09	1.60	119.	1.93	1.38	119.	5.62	1.73	119.	5.81	1.78
GIRLS	136.	1.79	1.35	136.	2.08	1.62	136.	6.09	1.40	136.	6.05	1.57
BOYS	144.	1.89	1.60	144.	1.80	1.41	144.	5.10	2.26	144.	5.64	2.11
GRADE 6, TOTAL	283.	1.77	1.41	283.	2.09	1.67	283.	5.48	1.89	283.	5.77	1.79
SES 1	139.	1.71	1.51	139.	2.02	1.70	139.	5.65	1.84	139.	5.82	1.80
SES 2	144.	1.84	1.31	144.	2.17	1.64	144.	5.31	1.94	144.	5.72	1.78
GIRLS	155.	1.84	1.39	155.	2.24	1.65	155.	5.91	1.63	155.	6.10	1.60
BOYS	128.	1.71	1.43	128.	1.95	1.69	128.	5.06	2.15	128.	5.45	1.99
GRADE 8, TOTAL	247.	2.05	1.52	247.	2.23	1.63	247.	5.49	1.62	247.	5.56	1.71
SES 1	111.	2.08	1.59	111.	2.23	1.59	111.	5.44	1.64	111.	5.44	1.78
SES 2	136.	2.02	1.46	136.	2.24	1.66	136.	5.53	1.61	136.	5.69	1.63
GIRLS	119.	1.97	1.35	119.	2.23	1.56	119.	5.64	1.50	119.	5.73	1.59
BOYS	[illegible]	2.13	1.70	128.	2.24	1.69	128.	5.34	1.75	128.	5.39	1.82
TOTAL SES 1	411.	1.82	1.48	411.	2.07	1.65	411.	5.56	1.80	411.	5.72	1.83
TOTAL SES 2	399.	1.95	1.46	399.	2.11	1.56	399.	5.49	1.76	399.	5.74	1.73
TOTAL GIRLS	410.	1.86	1.36	410.	2.18	1.61	410.	5.88	1.51	410.	5.96	1.59
TOTAL BOYS	400.	1.91	1.58	400.	2.00	1.60	400.	5.16	2.05	400.	5.49	1.97
SIGNIFICANT EFFECTS								SEX			SEX	

DENMARK

TABLE: PROBLEM THIRTEEN
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAH INDICES.

ANOVA PROBLEM 13, VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

	FATHER HITTING SON 540			FATHER HITTING DAUGHTER 530			MOTHER HITTING SON 554			MOTHER HITTING DAUGHTER 522		
GROUP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	280.	3.68	1.74	280.	3.78	1.83	280.	4.18	1.87	280.	4.17	1.81
SES 1	161.	3.62	1.79	161.	3.75	1.90	161.	4.15	2.01	161.	4.32	1.81
SES 2	119.	3.75	1.68	119.	3.82	1.77	119.	4.21	1.73	119.	4.01	1.82
GIRLS	136.	3.90	1.63	136.	3.64	1.59	136.	4.23	1.75	136.	4.21	1.68
BOYS	144.	3.47	1.85	144.	3.93	2.08	144.	4.12	2.00	144.	4.12	1.95
GRADE 6, TOTAL	283.	3.55	1.77	283.	3.45	1.78	283.	3.67	1.99	283.	3.61	1.77
SES 1	139.	3.64	1.85	139.	3.56	1.89	139.	3.82	1.99	139.	3.77	1.72
SES 2	144.	3.46	1.69	144.	3.35	1.67	144.	3.52	1.99	144.	3.45	1.83
GIRLS	155.	3.60	1.69	155.	3.18	1.63	155.	3.63	1.90	155.	3.33	1.62
BOYS	128.	3.49	1.85	128.	3.73	1.93	128.	3.71	2.08	128.	3.89	1.93
GRADE 8, TOTAL	247.	3.27	1.55	247.	3.24	1.64	247.	3.40	1.66	247.	3.40	1.61
SES 1	111.	3.40	1.47	111.	3.45	1.53	111.	3.55	1.51	111.	3.55	1.43
SES 2	136.	3.14	1.63	136.	3.03	1.76	136.	3.25	1.81	136.	3.25	1.79
GIRLS	119.	3.29	1.48	119.	3.37	1.54	119.	3.43	1.64	119.	3.47	1.54
BOYS	128.	3.25	1.61	128.	3.11	1.75	128.	3.37	1.69	128.	3.33	1.68
TOTAL SES 1	411.	3.55	1.70	411.	3.59	1.77	411.	3.84	1.84	411.	3.88	1.65
TOTAL SES 2	399.	3.45	1.67	399.	3.40	1.74	399.	3.66	1.85	399.	3.57	1.81
TOTAL GIRLS	410.	3.60	1.60	410.	3.39	1.59	410.	3.77	1.76	410.	3.67	1.61
TOTAL BOYS	400.	3.41	1.77	400.	3.59	1.92	400.	3.73	1.92	400.	3.78	1.86
SIGNIFICANT EFFECTS		GRADE			GRADE			GRADE			GRADE SES	

	BOY HITTING BOY 536			BOY HITTING GIRL 562			GIRL HITTING BOY 514			GIRL HITTING GIRL 548		
GROUP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	280.	3.21	1.74	280.	3.48	1.94	280.	3.31	1.99	280.	3.34	1.78
SES 1	161.	3.08	1.74	161.	3.58	2.13	161.	3.43	2.09	161.	3.24	1.94
SES 2	119.	3.33	1.74	119.	3.38	1.74	119.	3.19	1.89	119.	3.44	1.62
GIRLS	136.	3.12	1.56	136.	3.08	1.75	136.	3.39	1.81	136.	2.96	1.58
BOYS	144.	3.29	1.92	144.	3.87	2.12	144.	3.23	2.17	144.	3.72	1.98
GRADE 6, TOTAL	283.	3.47	1.98	283.	3.53	2.17	283.	3.65	2.17	283.	3.87	2.06
SES 1	139.	3.58	2.03	139.	3.44	2.20	139.	3.58	2.11	139.	4.08	2.12
SES 2	144.	3.35	1.93	144.	3.62	2.14	144.	3.72	2.22	144.	3.65	2.00
GIRLS	155.	3.61	1.94	155.	3.43	2.18	155.	3.84	2.08	155.	3.71	2.02
BOYS	128.	3.32	2.03	128.	3.62	2.17	128.	3.46	2.25	128.	4.02	2.10
GRADE 8, TOTAL	247.	3.60	1.73	247.	3.52	1.71	247.	3.79	2.10	247.	3.72	1.79
SES 1	111.	3.56	1.63	111.	3.70	1.60	111.	3.96	2.03	111.	3.75	1.72
SES 2	136.	3.64	1.83	136.	3.34	1.83	136.	3.62	2.17	136.	3.69	1.87
GIRLS	119.	3.69	1.67	119.	3.47	1.64	119.	3.93	1.96	119.	3.80	1.72
BOYS	128.	3.51	1.79	128.	3.56	1.78	128.	3.65	2.25	128.	3.64	1.87
TOTAL SES 1	411.	3.61	1.80	411.	3.57	1.98	411.	3.66	2.08	411.	3.69	1.92
TOTAL SES 2	399.	3.44	1.83	399.	3.44	1.90	399.	3.51	2.09	399.	3.59	1.83
TOTAL GIRLS	410.	3.48	1.72	410.	3.33	1.85	410.	3.72	1.95	410.	3.49	1.77
TOTAL BOYS	400.	3.37	1.92	400.	3.69	2.02	400.	3.45	2.22	400.	3.80	1.98
SIGNIFICANT EFFECTS		GRADE										

DENMARK

TABLE: PROBLEM THIRTEEN
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 13. VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	FATHER SCOLDING SON 512			FATHER SCOLDING DAUGHTER 534			MOTHER SCOLDING SON 546			MOTHER SCOLDING DAUGHTER 526		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	280.	4.48	1.62	280.	4.24	1.77	280.	4.41	1.70	280.	4.32	1.75
SES 1	161.	4.45	1.69	161.	4.33	1.79	161.	4.35	1.83	161.	4.39	1.77
SES 2	119.	4.50	1.56	119.	4.15	1.75	119.	4.47	1.56	119.	4.24	1.74
GIRLS	136.	4.49	1.57	136.	4.14	1.59	136.	4.60	1.55	136.	4.24	1.51
BOYS	144.	4.46	1.68	144.	4.35	1.95	144.	4.23	1.85	144.	4.39	2.03
GRADE 6, TOTAL	283.	4.08	1.90	283.	3.85	1.70	283.	3.79	1.87	283.	3.85	1.86
SES 1	139.	4.05	1.92	139.	4.06	1.80	139.	3.98	1.87	139.	4.13	1.86
SES 2	144.	4.11	1.87	144.	3.63	1.60	144.	3.60	1.87	144.	3.58	1.86
GIRLS	155.	3.93	1.87	155.	3.68	1.57	155.	3.81	1.77	155.	3.53	1.78
BOYS	128.	4.23	1.92	128.	4.01	1.83	128.	3.77	1.97	128.	4.17	1.93
GRADE 8, TOTAL	247.	3.31	1.73	247.	3.25	1.64	247.	3.24	1.62	247.	3.38	1.83
SES 1	111.	3.43	1.56	111.	3.28	1.62	111.	3.43	1.58	111.	3.56	1.80
SES 2	136.	3.19	1.91	136.	3.22	1.66	136.	3.06	1.65	136.	3.21	1.86
GIRLS	119.	3.48	1.60	119.	3.44	1.64	119.	3.22	1.58	119.	3.46	1.78
BOYS	128.	3.13	1.86	128.	3.06	1.64	128.	3.26	1.65	128.	3.30	1.88
TOTAL SES 1	411.	3.97	1.72	411.	3.89	1.74	411.	3.92	1.76	411.	4.02	1.81
TOTAL SES 2	399.	3.93	1.78	399.	3.67	1.67	399.	3.71	1.69	399.	3.68	1.82
TOTAL GIRLS	410.	3.97	1.68	410.	3.75	1.60	410.	3.88	1.63	410.	3.74	1.69
TOTAL BOYS	400.	3.94	1.82	400.	3.81	1.81	400.	3.75	1.82	400.	3.96	1.94
SIGNIFICANT EFFECTS		GRADE			GRADE SES			GRADE			GRADE SES	

GROUP REPORTED	BOY SCOLDING BOY 532			BOY SCOLDING GIRL 524			GIRL SCOLDING BOY 556			GIRL SCOLDING GIRL 566		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	280.	3.31	1.76	280.	3.08	1.73	280.	3.72	1.89	280.	3.66	1.95
SES 1	161.	3.30	1.80	161.	3.02	1.75	161.	3.85	2.00	161.	3.61	2.08
SES 2	119.	3.32	1.73	119.	3.14	1.71	119.	3.59	1.77	119.	3.72	1.82
GIRLS	136.	3.07	1.51	136.	2.77	1.52	136.	3.93	1.60	136.	3.46	1.87
BOYS	144.	3.55	2.02	144.	3.39	1.94	144.	3.51	2.18	144.	3.87	2.03
GRADE 6, TOTAL	283.	3.34	1.81	283.	3.33	1.84	283.	4.03	2.12	283.	3.75	1.98
SES 1	139.	3.35	1.76	139.	3.62	1.86	139.	4.13	2.17	139.	3.70	2.01
SES 2	144.	3.34	1.86	144.	3.03	1.83	144.	3.94	2.07	144.	3.79	1.95
GIRLS	155.	3.32	1.77	155.	2.88	1.71	155.	4.15	2.03	155.	3.65	1.90
BOYS	128.	3.36	1.85	128.	3.77	1.97	128.	3.91	2.21	128.	3.85	2.06
GRADE 8, TOTAL	247.	3.29	1.69	247.	3.27	1.58	247.	3.72	1.85	247.	3.63	1.66
SES 1	111.	3.16	1.61	111.	3.21	1.45	111.	3.89	1.93	111.	3.69	1.65
SES 2	136.	3.42	1.77	136.	3.34	1.71	136.	3.55	1.77	136.	3.57	1.68
GIRLS	119.	3.50	1.80	119.	3.23	1.56	119.	3.66	1.71	119.	3.58	1.68
BOYS	128.	3.09	1.58	128.	3.32	1.60	128.	3.79	1.99	128.	3.68	1.64
TOTAL SES 1	411.	3.27	1.72	411.	3.28	1.69	411.	3.96	2.03	411.	3.57	1.92
TOTAL SES 2	399.	3.36	1.78	399.	3.17	1.75	399.	3.69	1.87	399.	3.69	1.82
TOTAL GIRLS	410.	3.30	1.69	410.	2.96	1.60	410.	3.91	1.78	410.	3.56	1.82
TOTAL BOYS	400.	3.33	1.81	400.	3.49	1.84	400.	3.74	2.13	400.	3.80	1.91
SIGNIFICANT EFFECTS					SEX							

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TABLE: PROBLEM THIRTEEN
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 13, VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	BOY SCOLDING FATHER 542 N	MEAN	S.D.	BOY SCOLDING MOTHER 518 N	MEAN	S.D.	GIRL SCOLDING FATHER 550 N	MEAN	S.D.	GIRL SCOLDING MOTHER 560 N	MEAN	S.D.
GRADE 4, TOTAL	280.	4.04	2.24	280.	3.49	2.16	280.	3.96	2.19	280.	3.94	2.19
SES 1	161.	3.97	2.30	161.	3.24	2.24	161.	3.74	2.34	161.	3.87	2.34
SES 2	119.	4.12	2.18	119.	3.74	2.09	119.	4.18	2.03	119.	4.01	2.05
GIRLS	136.	3.76	2.19	136.	3.12	2.03	136.	3.82	2.02	136.	3.74	2.02
BOYS	144.	4.32	2.29	144.	3.87	2.30	144.	4.10	2.35	144.	4.14	2.36
GRADE 6, TOTAL	283.	5.02	2.24	283.	4.66	2.30	283.	5.01	2.16	283.	4.90	2.20
SES 1	139.	4.99	2.32	139.	4.41	2.38	139.	5.00	2.19	139.	4.83	2.31
SES 2	144.	5.04	2.16	144.	4.90	2.22	144.	5.03	2.12	144.	4.97	2.08
GIRLS	155.	4.93	2.29	155.	4.49	2.39	155.	5.05	2.21	155.	4.95	2.26
BOYS	128.	5.10	2.19	128.	4.82	2.21	128.	4.98	2.10	128.	4.85	2.14
GRADE 8, TOTAL	247.	5.15	1.94	247.	5.24	2.09	247.	5.08	1.84	247.	4.98	1.89
SES 1	111.	5.06	1.94	111.	5.16	2.16	111.	5.02	1.82	111.	4.94	1.92
SES 2	136.	5.24	1.95	136.	5.32	2.02	136.	5.15	1.86	136.	5.01	1.87
GIRLS	119.	5.17	1.91	119.	5.29	2.04	119.	5.27	1.71	119.	4.97	1.88
BOYS	128.	5.13	1.98	128.	5.19	2.14	128.	4.90	1.97	128.	4.99	1.90
TOTAL SES 1	411.	4.68	2.19	411.	4.27	2.26	411.	4.59	2.12	411.	4.54	2.19
TOTAL SES 2	399.	4.80	2.10	399.	4.65	2.11	399.	4.79	2.01	399.	4.66	2.00
TOTAL GIRLS	410.	4.62	2.13	410.	4.30	2.15	410.	4.71	1.98	410.	4.55	2.05
TOTAL BOYS	400.	4.85	2.15	400.	4.62	2.21	400.	4.66	2.14	400.	4.66	2.13
SIGNIFICANT EFFECTS		GRADE			GRADE SES			GRADE			GRADE	

GROUP REPORTED	TEACHER SCOLDING BOY 516 N	MEAN	S.D.	TEACHER SCOLDING GIRL 529 N	MEAN	S.D.	BOY SCOLDING TEACHER 558 N	MEAN	S.D.	GIRL SCOLDING TEACHER 544 N	MEAN	S.D.
GRADE 4, TOTAL	280.	4.33	1.68	280.	4.36	1.74	280.	4.26	2.19	280.	4.02	2.29
SES 1	161.	4.31	1.70	161.	4.48	1.69	161.	4.23	2.35	161.	3.84	2.35
SES 2	119.	4.35	1.66	119.	4.24	1.79	119.	4.30	2.04	119.	4.19	2.23
GIRLS	136.	4.44	1.48	136.	4.31	1.61	136.	4.00	2.04	136.	3.89	2.18
BOYS	144.	4.22	1.88	144.	4.41	1.87	144.	4.52	2.35	144.	4.15	2.39
GRADE 6, TOTAL	283.	3.48	1.80	283.	3.72	1.78	283.	5.17	2.07	283.	4.88	2.28
SES 1	139.	3.70	1.80	139.	3.83	1.78	139.	5.11	2.15	139.	4.80	2.41
SES 2	144.	3.26	1.81	144.	3.61	1.77	144.	5.23	2.00	144.	4.96	2.14
GIRLS	155.	3.46	1.68	155.	3.42	1.69	155.	5.12	2.00	155.	4.86	2.30
BOYS	128.	3.50	1.93	128.	4.02	1.87	128.	5.22	2.06	128.	4.90	2.25
GRADE 8, TOTAL	247.	3.28	1.69	247.	3.41	1.66	247.	5.08	1.89	247.	5.08	1.92
SES 1	111.	3.43	1.50	111.	3.45	1.46	111.	4.99	1.90	111.	5.00	1.88
SES 2	136.	3.12	1.89	136.	3.37	1.85	136.	5.17	1.87	136.	5.16	1.97
GIRLS	119.	3.23	1.63	119.	3.40	1.65	119.	5.09	1.85	119.	5.19	1.86
BOYS	128.	3.32	1.76	128.	3.42	1.66	128.	5.06	1.92	128.	4.96	1.99
TOTAL SES 1	411.	3.91	1.67	411.	3.92	1.65	411.	4.77	2.13	411.	4.55	2.21
TOTAL SES 2	399.	3.58	1.79	399.	3.74	1.80	399.	4.90	1.97	399.	4.77	2.11
TOTAL GIRLS	410.	3.71	1.59	410.	3.71	1.65	410.	4.74	1.99	410.	4.65	2.11
TOTAL BOYS	400.	3.68	1.86	400.	3.95	1.80	400.	4.93	2.11	400.	4.67	2.21
SIGNIFICANT EFFECTS		GRADE SES			GRADE			GRADE			GRADE	

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TABLE: PROBLEM THIRTEEN
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 13, VICTIM RATING.

ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	POLICEMAN SCOLDING BOY 520			POLICEMAN SCOLDING GIRL 538			BOY SCOLDING POLICEMAN 564			GIRL SCOLDING POLICEMAN 552		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	280.	5.07	1.58	280.	4.67	1.69	280.	3.92	2.37	280.	3.93	2.41
SES 1	161.	5.26	1.49	161.	4.61	1.68	161.	3.94	2.49	161.	3.86	2.50
SES 2	119.	4.89	1.67	119.	4.73	1.71	119.	3.89	2.25	119.	4.00	2.32
GIRLS	136.	5.32	1.39	136.	4.45	1.56	136.	3.59	2.22	136.	3.55	2.34
BOYS	144.	4.82	1.77	144.	4.90	1.83	144.	4.25	2.52	144.	4.30	2.48
GRADE 6, TOTAL	283.	4.26	1.89	283.	3.79	1.86	283.	4.83	2.22	283.	4.88	2.23
SES 1	139.	4.42	1.91	139.	4.08	1.95	139.	4.68	2.34	139.	4.81	2.30
SES 2	144.	4.10	1.86	144.	3.49	1.78	144.	4.99	2.10	144.	4.95	2.16
GIRLS	155.	4.13	1.84	155.	3.71	1.75	155.	4.84	2.21	155.	4.91	2.27
BOYS	128.	4.40	1.94	128.	3.87	1.98	128.	4.82	2.23	128.	4.85	2.19
GRADE 8, TOTAL	247.	3.60	1.86	247.	3.37	1.64	247.	4.81	2.08	247.	4.85	2.08
SES 1	111.	3.61	1.65	111.	3.48	1.48	111.	4.81	2.07	111.	4.88	2.02
SES 2	136.	3.58	2.07	136.	3.25	1.80	136.	4.81	2.09	136.	4.82	2.13
GIRLS	119.	3.73	1.88	119.	3.49	1.65	119.	4.71	2.06	119.	4.66	2.06
BOYS	128.	3.46	1.84	128.	3.24	1.63	128.	4.91	2.10	128.	5.03	2.09
TOTAL SES 1	411.	4.43	1.68	411.	4.06	1.70	411.	4.47	2.30	411.	4.52	2.27
TOTAL SES 2	399.	4.19	1.87	399.	3.82	1.76	399.	4.57	2.14	399.	4.59	2.20
TOTAL GIRLS	410.	4.39	1.70	410.	3.88	1.65	410.	4.38	2.16	410.	4.38	2.22
TOTAL BOYS	400.	4.23	1.85	400.	4.00	1.81	400.	4.66	2.28	400.	4.73	2.25
SIGNIFICANT EFFECTS		GRADE	SES		GRADE	SES		GRADE			GRADE	

Greece

by

Leigh Minturn and Maria Tenezakis

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The Writers of the present report are solely responsible for the analysis and interpretation of the data.

Introduction

A major component of human behavior with a profound bearing upon individual growth and human relations, aggression may be expressed in widely varying forms. The norms regulating the expression of aggression are learned. They certainly vary by culture and may be viewed as reflecting the culture's broader spectrum of values regarding interpersonal relations.

> The background factors evoked to explain the development of Greek children's perception of various dimensions of family, school and community-state authority figures (see Introduction to the analysis of the Greek part of YIAPR questionnaire data) are probably operative also in the shaping of these children's perception of norms assumed to regulate the expression of aggression in interpersonal relations. In reviewing these factors it was assumed that the family structure and role-relationships among its members--which presumably have a considerable bearing on the socialization of the child--are not independent from the structure and functioning of the broader social environment and the position of the family in it.

The life circumstances of the majority of contemporary Greeks may be defined in terms similar to those used to describe the life conditions of lower classes or, as they are often called, the underpriviledged segments of the population of considerably larger and more complex societies. The country's restricted economic resources are widely known: over eight million people (Greece's estimated population in 1961) share a land of 51,182 square miles, only 25% of which is arable. The rate of population increase after World War II remains low due to heavy migration to other countries.

Greeks have been and still are over-exposed to disaster: the Revolution of 1821, which took seven years to restore independence to a small part of Greece after three hundred and seventy-five years of Turkish occupation, was followed by a series of subsequent wars aimed at incorporating the Greek territories remaining under Ottoman rule. Within the last sixty years Greeks experienced five wars (including a destructive civil war which began immediately after World War II), three major population displacements (in one, refugees from Asia Minor increased the country's population by one-fourth), several other catastrophies caused by earthquakes, and floods, and repeated fluctuations in the political structure from constitutional monarchy to dictatorship to formal democracy. As a result, the experience that an individual has little control over his personal life is being reinforced in each new generation of Greeks. The new state which emerged in 1828 has been organized on the basis of Western European models of legislation, administration, public education, etc., most of which were completely unadapted to the country's particular needs. No wonder that Greeks--having developed during the Turkish occupation highly effective skills to resist enemy state authorities--used these skills to resist policies of their own state whenever they felt it was necessary and feasible. (Lee-Demetracopoulou, 1955). The family and the church, the only social institutions which survived during the Turkish occupation, retained their traditional structure and function and their influential position in the new state. They still remain the citadels of a peculiar type of resistance to state policies when the administration purposely or inadvertently fails to secure their support.

In Greece, family solidarity is certainly an adaptive consequence of social and material life conditions which perpetuate the feeling that the environment, if not always threatening, is certainly unpredictable. The strength of emotional and moral ties among members of the family may be regarded as a manifestation of the restricted range of alternatives of action available in the wider society for individuals with low competence, power and prestige. The educational level of the majority of the Greek population is still very low, although the rate of illiteracy consistently decreases (UNESCO, 1968, 1961, 1966).

It is notable that persistence of the traditional patriarchal family structure, in which age- and sex-role differentiations carry status implications and where kinship ties determine to a large extent the individual's attitudes and behavior in community and work settings, is especially evident in rural communities, i.e. in the large segment of the population that is most exposed to the above mentioned life circumstances (Lee-Demetracopoulou, 1955; Sanders, 1962; Friedl, 1962; Campbell, 1964).

Internal migration to cities during the last forty years has contributed to a considerable increase of the urban lower class. Power structure and role relationships in urban lower status families seem to retain their traditional features to a large extent. This is not surprising since the educational level of villagers migrating to cities is below the national average (Moustaka, 1964). Safillos-Rothschild (1967) found that the domineering authority role of the husband in the Greek family tends to diminish with the elevation of his educational and occupational level. Safilios-Rothschild also found that the large majority of interviewed women who reported that they were pleased with their marriage (40 percent of the total sample) were those who either make decisions themselves or are consulted by their husbands. Only 4 percent within the group of Ss describing marital satisfaction reported that their husband was dominant in the family decision making.

On the other hand, a study of child rearing practices and beliefs of rural and urban lower and middle class Greek mothers, based on an interview schedule adapted from Sears, Maccoby and Levin (1957), showed that "on almost all items, the city working-class families are intermediate between the city middle-class and the peasant families" (Prothro, 1966). Middle-class mothers were more inclined than those of lower class to describe themselves as permissive with the young child, warm in their treatment of him and using psychological rather than physical discipline techniques. Also, a substantially higher percentage of middle-class than lower-class mothers expected their children to attend college. Finally, middle-class mothers perceived themselves as more active than their lower-class counterparts in making family decisions and indicated more often than lower-class mothers that they were consulted by their husbands regarding decisions on financial matters.

Of relevance to an understanding of norms regulating aggression in Greek children are some parental "teasing" practices observed by Friedl (1962) in rural Greek families. Frustration- and fear-provoking practices, such as frightening or deceiving preschool children and deliberately lying to them are probably quite typical in urban lower status families as well. Purposefully deceiving behavior seems to be less frequently used by middle-class parents, particularly fathers. Friedl suggested that parents use these practices as palliatives and consider them as contributing to the strengthening of children's self-control. She states that parents who consciously frustrate their children usually react to their anxiety by subsequent efforts to calm them through physical and verbal demonstrations of affection. They also are lenient toward the child who eventually reacts aggressively toward an elder who has caused him distress. Similar behavior is often initiated by children toward their younger siblings or other peers. The degree to which such behavior among children is tolerated by parents varies. Whatever the psychological function of teasing and deceptive behavior on the part of parents, it gives the child early experiences of inconsistency in the actions of elders. Friedl (1962) considers that these practices lead children to recognize that words and actions of other people should not be taken at face value. "Inconsistency in the actions of elders results in a wariness in accepting or rejecting the statements of others, even within the family. Children may learn to love and respect their elders but it is not required that they trust them completely." The fact, however, that these practices stop as soon as the child becomes able to control the expression of his distress or shows distrust of parents' deceptive statements or actions makes it doubtful that parents are really not concerned about having their children distrust them. If these practices are actually designed to condition the child to deceit and to develop in him wariness, parents are more likely to expect him to direct these attitudes outside the nuclear family.

These practices, especially the parents' treatment of the child's aggressive reaction to their "teasing" behavior, may contribute to an important degree to the child's acceptance of a subordinate role with respect to his parents who are powerful over him but not as threatening as they sometimes appear to be, and an attitude of wary subordination to authorities (like the teacher and the police) whose intensions have not been tested through personal interaction.

Effect of Status

The extent to which children's justice judgements about interpersonal aggression are influenced by the age-status of the persons involved (i.e. aggressor and victim) is inferred from comparisons among the composite indices for stimulus situations involving adults attacking children (AAC), children attacking adults (CAA), and children attacking children (CAC).

Greek data confirmed the hypothesis that adult-to-child aggression would be judged as less wrong and more justifiable than child aggression against peers or adults. Across all grades, children attacking adults were judged to be most wrong, children attacking children ranked second, and adults attacking children were judged to be least wrong. The rank order of victims' ratings was also in accordance with prediction: across all grades, children being attacked by adults were judged to be most wrong, adults being attacked by children were the least wrong, and the ratings for children being attacked by children were intermediate. The absolute differences among the three indices were not substantially affected by variations by sampling breaks. The findings suggest that the relative age-status of persons involved in an aggressive act strongly influences these children's judgements about the justice or wrongness of both agressors and victims. (See Fig. P12 and Fig. P16 Sex and SES and Tables P12 and P16).

A. Age Differences

Changes with age were observed on all three status indices. However, for the "adults attack children" and "children attack adults" indices, age trends varied by social status. Age as a main factor affected only the victims' ratings in child-to-child aggression: as children grew older, they judged victims of child-to-child aggression to be more wrong (see Table P16 and Figures P16 Sex and P16 SES).

A significant age x SES interaction appears for both the aggressors and victims ratings of adult-to-child aggression. (See Tables P12 and P16). For the high SES children, the wrongness of the aggressors ratings rises with increasing age, whereas these judgements decline with age for the low SES children. The converse effect is seen for the victims ratings, i.e. the judgements of high SES children for victims' wrongness decrease slightly as they grow older, while the low SES children judge victims to be increasingly wrong. (See Figs. P12 and P16 SES).

The age x SES interaction reaches significance only for the victims ratings of child-to-adult aggression. The effect is somewhat opposite to that found for the victims ratings of the adult-to-child indices; i.e. high SES children judge the adults victims to be increasingly wrong as they grow older while judgements of the low SES children remain relatively constant with age. (See Table P16 and Fig. P16 SES).

Viewed together, these findings suggest that, with age, higher SES children, unlike their lower SES counterparts, tend to question the absolute justice of adults and the absolute wrongness of children in cross status aggression. With age, high SES children depart from the tendency of younger children of both SES groups to judge aggressors and victims on the basis of age-status relationships, with the child being consistently wrong, whether he attacks adults or is being attacked by them, and the adult being consistently right, whether he attacks a child or is the victim of a child's aggression. No departure from this type of heteronomous moral judgement--to use Piaget's terminology--is indicated, however, in the responses of lower SES children. For them, justice judgements about cross-status aggression remained across all grades bound to the assumption that the justice of an aggressive act is a function of its legitimacy. According to this logic, the very fact that in adult-to-child aggression the actor is vested with the legitimate authority to control and sanction the child's behavior results in the judge's perceiving the situation as an adult punishing a child. In such a situation, the justice judgements for the aggressor and the victim are very likely to be interdependent and dichotomous. The child's wrongness lies in the fact that he is punished by an adult; he must have done something wrong in order to be punished, therefore he deserves the punishment. On the other hand, the adult could not be wrong in punishing the child, since he exercizes his legitimate right to control and sanction the child's behavior. The identification of legitimacy with rightness and justice is obvious.

An analogous rationale underlies the ratings of the relative wrongness of aggressors and victims in child-to-adult aggression. The assumption that a child has no right to punish an adult results in the judge's perceiving child-to-adult aggression as defiance of adult authority, whereby the aggressor is wrong. Although some of the interviewed Ss argued that an adult victim of a child's aggression must have done something very wrong for the child to dare challenge his authority, the PAR data indicate that a dichotomous judgement, whereby when the aggressor is right the victim is wrong and vice versa, also underlies the ratings of child-to-adult aggression.

The higher SES children were more critical of aggressors in peer-to-peer aggression than were the lower SES children.

Perhaps, the claim for reciprocity implied in the development with age of the judgements of higher SES children with respect to cross-status aggression reflects a more generalized tendency to condemn aggression, whether between unequal or equal status persons; it seems natural that such a tendency was more clearly manifested in judgements about aggression between equals. The fact that lower SES children, whose tendency to justify adult-to-child aggression and condemn child-to-adult aggression increased with age, were more tolerant of peer-to-peer aggression may indicate that repression of aggression toward persons of a higher status may result in tolerance of aggression among equals.

B. Sex Differences

Sex did not significantly affect the aggressors' ratings on any of the three status indices. The victims' rating in child-to-child aggression showed a significant sex x SES interaction, i.e. within the higher SES group, boys were more severe than girls across all grades in their judgements about the wrongness of victims in child-to-child aggression; however, within the lower SES group, girls were more severe than boys in judging children being attacked by other children.

C. SES Differences

Across all grades, higher SES children judged aggressors in child-to-child aggression more severely than did lower SES children (see Table P12 and Fig. P12, SES). The fact that higher SES children were more critical of peer-to-peer aggression than were lower SES children is particularly important in view of the divergent age trends in each SES group's judgements about cross-status aggression.

D. Interview Data

In response to questions designed to disclose children's beliefs about the generality and consistency of rules and laws for adults and children, the majority of the interviewed Greek children (48 out of 60) maintained that not all rules and laws are the same for adults and children. (See Table IVB and IVC). This belief was shared equally by children of both sexes and SES groups and did not vary substantially with age. Only 6 Ss appeared to believe that rules and laws are consistent for adults and children.

These findings suggest that children's heteronomous judgements about cross-status aggression follow from their belief that not all rules and laws are the same for adults and children. Since the premises on which moral judgements may be based are bound by age-status considerations, it is not surprising that children's justice judgements about interpersonal aggression are heteronomous and, therefore, antithetic.

Children's views on the importance of norms governing individual behavior were clarified through assessment of their beliefs about inevitability of detection of those who violate them. Responses to the interview question "Does someone who breaks a rule or a law always get caught?" showed that few children had absolute and unqualified opinions on this matter (see Table VIIA). One sixth of the total sample (9 out of 60) believed that detection of rule violation is absolutely inevitable, and only 3 Ss believed that rule violators do not always get caught. The majority of interviewed children answered that rule breakers get caught "most of the time"

(20 out of 60) or "sometimes" (28 out of 60). It was also found that an unqualified "yes" or "no" was given mostly by lower SES, while the response "sometimes" was more frequent among higher SES children. Responses to this question were not substantially affected by the Ss age or sex.

In response to the question "Do some children get away with breaking rules and/or laws" very few (5 out of 60) interviewed Ss maintained that no children can escape detection and/or punishment for their transgressions. (See Table VIIB). The majority of the interview sample admitted that children violating rules and/or laws may escape detection and/or punishment: (1) through facilitating circumstances such as lack of parental control, less strict rules or less persistent enforcement of rules by the authorities (20 Ss); (2) through their cleverness and deviousness (18 Ss); (3) because of their innocence and lack of responsibility (e.g. the little children) (11 Ss); and (4) due to chance (10 Ss). The frequency of these responses varied with the Ss' age rather than their sex or SES. With age, belief that children breaking rules may escape detection and/or punishment through circumstances controlled by adults was expressed less often. By contrast, beliefs in children's escaping detection because of their cleverness and deviousness or because of their innocence and irresponsibility were expressed more often by older than by younger children. Belief that children breaking rules may escape detection by chance remained constant with age.

In response to the question "Do some adults get away with breaking rules?" 8 out of 60 interviewed Ss maintained that no adults may escape detection of their transgressions. (See Table VIIC). In other words, the majority of interviewed Ss believed that adults also may get away with breaking rules, because of: (1) facilitating circumstances such as lack of control or strictness on the part of rule- or law- enforcing agents (24 Ss); (2) the transgressor's cleverness or deviousness (16 Ss); (3) chance (10 Ss); and (4) the transgressor's high status, (4 Ss) or education and experience (2 Ss). Interestingly, the frequency of these responses did not substantially vary by the Ss' age, sex or SES.

Beliefs about the relative chances of adults and children to escape detection and/or punishment for their transgressions were further probed through the question, "Do children get away with breaking rules more often than adults?" More than half of the total interview sample (36 out of 60 Ss) thought that children do get away with breaking rules more often than adults. (See Table VIIE). This belief was expressed more often by higher SES than by lower SES children and more often by older than younger ones. In contrast, the opinion that adults get away with breaking rules more often than children was expressed by nearly one-third of the interview sample (18 out of 60 Ss) and was more frequent among younger children and those of lower SES. Finally, the idea that adults and children breaking rules get away with it equally was expressed by only five children, all members of the lower SES group. The frequency of these responses did not substantially differ by the Ss' sex.

The findings suggest that with age, increasing realism of perception and enrichment of their social experience, children acknowledge that adults assume a greater responsibility, both moral and legal, for their behavior. The fact that, across all grades, more higher SES than lower SES children were aware that children have more chances than adults to escape punishment, if not detection, for their rule and/or law violations suggests that the higher SES children are more likely than the lower SES children to believe that adults are held responsible for children's deportment. Perhaps the increase with age of the number of children believing that a child, unlike an adult, may escape detection and/or punishment due to his cleverness or deviousness reflects a growing awareness on their part that, often, persons other than parents are sometimes held responsible for the children's transgressions. A child's belief in the sacredness of certain adults' rights to punish children may stem from his awareness of the different positions of adults and children in the face of rules and laws viewed as impersonal social forces. Punishment by an individual authority figure actually and psychologically close to the child, e.g. his parents and teachers may sometimes be felt as protection from punishment by a more distant and more feared authority figure, e.g. a policeman or other government official.

Effect of Status and Role

To determine the extent to which the effect of age-status varied with different authority roles, data were analyzed by sets involving parents, teachers and policemen scolding children and being scolded by them; the set of children scolding other children was introduced in the comparison as an intermediate situation.

The general effect of status was confirmed from all adult-child pairs: i.e. parents scolding children-children scolding parents; teachers scolding children-children scolding teachers; and policemen scolding children-children scolding policemen. In every case children were judged to be worse than adults, both as aggressors and as victims (see Tables P10 and P14).

The rank order of aggressors scolding children, from most to least wrong, was also in accordance with prediction, i.e.: (1) children, (2) policemen, (3) teachers, (4) parents (see Table P10). Differences between indices involving different authority roles were, however, small, suggesting that, to children, adult status is more important than specific institutional role in allowing a person to control children's behavior and, therefore, to sanction it verbally.

The rank order of wrongness of children scolding differed somewhat from prediction: children scolding parents ranked highest in wrongness, followed by children scolding teachers, children scolding policemen, and children scolding other children (see Table P10). Again, differences among the three indices involving different authority roles were small, particularly at grade 4. Only at grades 6 and 8 were both sex groups clearly more critical of children scolding parents than of children scolding either teachers or policemen.

The specific role of authority figures did not substantially differentiate the younger childrens' judgements about child's aggression against adults. However, at grade 8, the rank order of wrongness of children scolding adults holding different authority roles was reciprocal to the rank order in which these authority figures were viewed as justified when scolding children. The more sacred and unquestionable an authority figure's right to control and sanction a child's behavior, the more wrong the child who challenges the figure's authority, whether this authority derives from the figure's nurturance and justice or his power to punish the child. Interview information further clarifies this finding.

On the victim's ratings, the rank order of wrongness of children being scolded by adults was different from prediction: over all grades, children being scolded by teachers ranked highest, followed by children being scolded by either policemen or parents (see Table P14). It is notable that differences in the wrongness of children being scolded by adults holding different authority roles were small across all grades. Only at grade 8 did both sex groups judge children being scolded by either parents or teachers to be worse than those being scolded by policemen (see Table P14). However, children victims of peers' scolding were judged across all grade-sex groups to be less wrong than children being scolded by any authority figure (see Table P14).

The rank order of wrongness of victims of children's scolding was also different from prediction: children being scolded by other children were judged to be the worst, parents being scolded by children were the least wrong, and teacher-and policeman-victims of children's scolding were intermediate (see Table P14).

When grade means for aggressors and victims of verbal aggression are rank ordered, another interesting finding emerges: both aggressors and victims--regardless of age-status and status-role--tended to be rated higher in wrongness when judgements were based on stimuli depicting children attacking adults than when the pictures showed adults attacking children. Apparently, pictures presenting children scolding adults were quite disturbing for many Greek children. Emotional reactions observed during the testing sessions were elicited more often by pictures presenting children scolding adults than by pictures of adults attacking children. A frequent emotional reaction was a murmur of uneasiness at the presentation of the pictures followed by laughter at the description of the situation by the experimenter, as if phrases such as "here is a daughter scolding her mother" sounded strange to these children. Indeed it would be rather unusual for a Greek child to use these terms to describe such a situation.

A. Age Differences

With age, victims of peers' scolding were judged to be increasingly more wrong, however, no significant changes appeared with age in victims ratings of children being hit by other children (see Table P14). In other words, the age effect observed in victims' ratings for the composite index "children attack children" holds only for victims of verbal aggression by peers. Viewed in conjunction with the aggressors' rating, this finding indicates that while, at grade 4, aggressors in peer-to-peer scolding were seen as more wrong than the victims, at grade 8, aggressors and victims tended to be judged as equally wrong. Apparently, with age, Ss tended to think that in the case of verbal aggression among peers the wrongness of aggressors and victims depends on the circumstances; therefore, sometimes, the victim may be equally wrong or more wrong than the aggressor.

B. Sex Differences

Across all grades, boys were more severe than girls in judging children being scolded by parents and policemen (see Table P14). The finding indicates that the sex difference in judgements about victims of adult-to-child aggression holds for victims of policemen's and parents' scolding but not teachers'. This sex difference might reflect girls' tendencies to express their feminity through leniency and forgiveness toward victims of adult scolding and boys' tendencies to express aspirations to an authority role by strictness. In both instances, the sex difference in severity of judgement decreased with age. The finding will be further clarified later.

Judgements regarding the victims of child-to-child aggression (both verbal and physical) were affected by interactions of sex with SES (see Table P14). Within the lower SES groups, girls were more severe than boys in judging children being hit or scolded by other children. Within the higher SES group, boys tended to be more severe than girls in judging victims of peer-to-peer verbal and physical aggression. The judgements of higher SES boys and girls converged with age (particularly for victims of peers' hitting), while the sex difference within the lower SES group increased with age. At grade 4, the judgements of higher SES girls about victims of peer-to-peer aggression (verbal as well as physical) were the least severe, while the judgements of higher SES boys were the most severe among the four sex-SES groups. At grade 8, lower SES boys judged children being scolded or hit by peers less severely than did all other groups, whose judgements appeared to be in fairly close agreement. The meaning of this interaction is not clear. Its significance will be clarified in analyzing the ratings of individual pictures.

C. SES Differences

As trends in the analysis of composite status indices indicated, higher SES children were more severe than their lower SES counterparts in judging children attacking other children, whether the mode of aggression was physical or verbal (see Table P10). The SES difference was larger in judgements regarding aggressors hitting than in judgements about aggressors scolding. Higher SES children were definitely more critical than their lower SES counterparts toward peer-to-peer aggression, especially physical aggression.

Unlike the case of "adults attacking children," in the composite status index "children attacking adults," the interaction of SES with grade in victims' ratings was evidenced both for children scolding parents and for children scolding teachers (see Table P14); in addition, judgements about policemen being scolded by children differed by SES across all grades. According to these data, the higher SES group became with age more critical of parents and teachers being scolded by children, while judgements of the lower SES group followed the opposite age trend. Moreover, the higher SES group was across all grades more severe than the lower SES group in judging policemen being scolded by children.

Interestingly, the interactions of SES with grade which affected judgements about parents and teachers being scolded by children were accompanied by reciprocal variations in the judgements concerning aggressors. That is, with age, the higher SES group judged children scolding parents and teachers less severly while the lower SES group judged them more severely. However, no significant variations by any sampling factors affected judgements about children scolding policemen.

Although the SES by grade interactions on the aggressors' ratings were not large enough to show up in the composite status index for children attacking adults, the reciprocity of age trends in aggressors' and victims' ratings by each SES group was remarkable. The developmental trends implied in the responses of the higher SES group clearly indicate that these children, as they grow older, become less status-oriented in their response tendencies toward all authority figures. Just as they arrived at beliefs that parents scolding children may not be absolutely justified and that parents hitting may be almost as wrong as the child who gets hit. They also tended with increasing age to think that authority figures may at times deserve children's criticism--of parents and teachers may not be totally unjustified. However, judgements about children scolding policemen did not differ by SES or any other sampling factor. The finding suggests that, although higher SES children across all grades were more inclined than their lower SES agemates to believe that a policeman being scolded by a child probably deserves the criticism, both SES groups appeared to agree in the degree of wrongness of a child who behaves in this way. This latter similarity of response probably follows from an awareness shared by children of both SES groups that criticism of the police exposes the actor to reprisal. Interview data already reported further supports these findings.

D. Interview Data

When answering questions designed to probe children's views about the generality and consistency of rules and laws for adults and children, about half of the interviewed Ss (32 out of 60) pointed out that rules and laws of the community apply differently to adults and children; one-third of the total interview sample (19 out of 60) cited rules of the school; and less than one-sixth of the sample (8 out of 60) mentioned family rules in this connection. (See Table IVD and IVI). Community and government rules and laws were mentioned by more than one-third of the total sample (23 out of 60) as applying equally to both adults and children; family and school rules were cited by less than one-sixth of the sample (9 and 8 respectively) as being the same for adults and children. (See Table IVE and IVJ). In other words, the belief that some rules and laws are the same and some are different for adults and children referred more often to rules and laws of the government and the community than to those of the family and school.

It should be remembered here that, in children's view, a major difference between adults and children lies in their respective chances of escaping detection and punishment for their transgressions. The conviction that children have more chances than adults to get away with breaking rules and laws was shared by the majority of interviewed Ss (see Table VIIE).

Responses to interview questions "Who can make you follow rules and laws?" and "Who cannot make you follow rules and laws?" further clarify children's views about the conditions permitting a person to enforce rules and require a child to obey. (See Table VIA and VIB). Confirming the test findings, age-status was the condition most often implied in the responses of interviewed Greek children. Authority role was also an important differentiating factor. More than five-sixths of the total interview sample thought that parents and teachers share the power to enforce rules upon children (of 60 interviewed, 53 Ss mentioned the father, 51 the mother and 51 the teacher) while only half of the interview sample (31 Ss) mentioned spontaneously the policeman, and one-sixth of the total sample (11 Ss) mentioned other governmental officials.

Responses concerning those who cannot enforce rules upon children confirmed the testing indications that, in children's view, age-status is the most important--although not the sole--condition for a person's right to enforce rules. More than half of the total interview sample (34 Ss) said that peers and younger children could not make them obey. This view was, however, more frequent among younger than older children. On the other hand, one-third of the total interview sample (20 Ss) stressed that strangers (e.g. people not related to children by blood or community or institutional ties) cannot enforce rules upon them; one-fourth of the total sample (14 Ss) said that people who do not follow rules themselves cannot make them obey. The latter two types of responses were substantially more frequent among older than younger children, confirming the test findings that, with age, a substantial percentage of Ss no longer acknowledges adults' absolute right to control and sanction children's behavior. The data are also congruent with other, independent research evidence (Piaget, 1948; Kohlberg, 1964) indicating that, with age, the child's respect for authority and rules comes to rest on an understanding of reciprocity.

Responses to the interview question "Whom is it worst for you to be punished by?" and "Whom do you think it is worst for you to punish?" also confirm the test data. (See Tables IXA, IXB, IXC and IXD). In answering the first of these questions, half the interview sample (29 Ss) pointed out the policeman as their first choice; a little more than one-fourth of the sample (17 Ss), their father; one-fourth of the sample (14 Ss), their mother (most of these children adding that there is no difference between their father and mother); and one-sixth of the sample (10 Ss), the teacher. As their last choice, approximately half the interviewed children (27 Ss) mentioned their parents (without distinction between the father and mother); 5 their mother; 19 the policeman; and 4 Ss, the teacher.

The reasons given by about half the sample (28 Ss) for their first choices were related to expectations concerning the severity of punishment and the authority figures's lack of leniency and unwillingness to forgive. (See Tables IXA and IXC). One-fifth of the sample (12 Ss) stressed that being punished by the authority figure of their first choice would give them a bad reputation. Reasons related to children's attachment to the authority figure chosen first and to their regard for the figure's nurturance were pointed out by fewer Ss (5 and 3 respectively), apparently because most children's first choice was the policeman.

The reasons for the children's last choice were based mostly upon their expectations of a less severe punishment, of leniency and forgiveness (24 Ss). (See Tables IXB and IXD). Five children said that it is not shameful to be punished by the authority figure of their last choice. It is, however, notable that one-fourth of the sample (15 Ss) gave no justification of their last choice. In fact, most of these children thought it is equally bad to be punished by any authority figure.

Many of the interviewed Ss were very reluctant to answer the question, "Whom do you think it is worst for you to punish?" (See Table IXC and IXD). Answers to this question were obtained only after repeated efforts on the part of the interviewer to reassure each child that she had recorded his basic disapproval of children punishing adults. The responses obtained appear to be reciprocal with those concerning the authority figure they thought it is worst to be punished by. Half of the total interviewed children (31 Ss) mentioned parents as the figures whom it would be worst for them to punish. No difference was made between father and mother by most of the children who pointed out parents as their first choice. One-third of the sample (19 Ss) mentioned the policeman as the first choice, and 4 Ss mentioned the teacher. Correspondingly, more than half the sample (35 Ss) mentioned the policeman; less than one-third of the sample (17 Ss), the mother; one-sixth of the sample (11 Ss), the father; and 7 Ss mentioned the teacher as their last choice.

Most of the reasons children gave to justify their first choice (see Table IXC) were related to their attachment to the authority figure (11 Ss) and their view of the figure as a person who loved and protected them (22 Ss). Fewer children justified their first choice by pointing out the figure's power (2 Ss), his severity of punishment (3 Ss), and the fact that to punish this figure gives one a bad reputation (3 Ss).

Half of the interviewed children (29 out of 60) gave no specific reasons for their last choice. (See Table IXD). Their responses indicated that, in fact, they considered it not permissible for them to punish any authority figure. Those who justified their last choice cited, on the one hand, the figure's leniency and forgiveness (7 Ss) and the fact that they were related to the figure (4 Ss) and, on the other hand, that the figure did not love them (7 Ss) and was not related to them (4 Ss).

In conclusion, Greek children's judgements about interpersonal aggression were mainly determined by the relative age status of aggressors and victims and to a lesser--but still appreciable degree-- by the status role of authority figures. Children's affective attachment to each of the authority figures compared seemed to be of primary importance in determining their judgements about the justice of punishment exchange with each.

Effect of Action

The effect of mode of aggression was assessed by introducing two additional sets of pictures (parents hitting children and children hitting other children) which allowed comparisons with the corresponding sets of verbal aggression (i.e. parents scolding children and children scolding other children).

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As predicted, hitting was judged to be worse than scolding in both parent-to-child and child-to-child aggression. In both instances, aggressors hitting were judged more severely than aggressors scolding (see Table P10). Also, victims of peers' physical aggression were judged to be less wrong than the victims of peers' scolding. On the other hand, victims of parents' scolding were not judged more severely than victims of parents' hitting.

Another interesting finding concerning the effect of action was that both sexes across all grades judged children hitting other children to be more wrong than parents hitting children; correspondingly, children being hit by parents were seen across all sex-grade groups as more wrong than children being hit by peers. The greater tolerance toward physical aggression administered by parents than by peers apparently results from marked differences in the extent to which children acknowledge the right of adults vs. peers to punish them. In many children's view, parental hitting probably had a single connotation of intent -- punishment. Therefore, it is not surprising that it was seen as justified. Peers' hitting, however, even if perceived as denoting punishment was less likely to be tolerated, since the right of controlling children's behavior is vested in adults but not in peers (see Interview data).

The interactions of SES and Age which affected both the aggressors and the victims' ratings of the composite "adults attack children" indices, appear as significant for only the parent-to-child relationships. The nature of these interactions is somewhat different for the hitting and scolding pictures. Middle class children judge parents and children more severely than do lower class children in the hitting situations. The aggressors ratings for parents hitting children also show that the high SES children judge parents to be increasingly more wrong and lower SES children judge them to be increasingly less wrong as they grow older. The aggressors ratings for the parents scolding children pictures show that the lower SES children still judge parental aggressors to be increasingly less wrong as they grow older, but the ratings of the high SES children remain constant with age for these scolding pictures (see Table P10).

The victims ratings for the parents hitting children index show the opposite effect from the aggressors ratings. The ratings of parents hitting children indicate that lower SES children judge the child victims to be increasingly more wrong, while high SES children judge them to be increasingly less wrong as they grow older. Similarly, the victims ratings of parents scolding children show that the lower SES children judge the victims to be increasingly more wrong as they grow older while, again the judgements of high SES children remain constant with age. (See Table P14).

Effect of Sex

To assess the effect of sex of aggressors and victims upon children's jusgements of the wrongness of both, ratings for individual pictures were combined to form the following indices: males attack males (MAM), males attack females (MAF), females attack males (FAM), and females attack females (FAF). In these combinations, status, role and action were ignored.

The rank order of the wrongness of aggression for the total Greek sample is; female-to-male, female-to-female, male-to-male and male-to-female. Thus, the Greek data confirms the hypothesis that the agressors in female-to-female aggression will be worse than aggressors in male-to-male aggression but does not confirm the hypothesis that the aggressors in male-to-female aggression will be worse than the aggressors in male-to-male aggression.

The rank order of the victims ratings is the opposite of the aggressors ranking: male-to-female, male-to-male, female-to-female and female-to-male. These ratings confirm the hypothesis that the victims of male-to-female aggression will be worse than the victims of male-to-male aggression but do not confirm the hypothesis that the victims of female-to-female aggression will be worse than the victims of female-to-male aggression.

A. Age Differences

The sex indices showed no significant variations by grade except for the victims' ratings in female-to-male aggression. (See Table P15). As children grow older, they judge male victims being attacked by females to be increasingly more wrong.

B. Sex Differences

Sex appears as a main effect in the victims' ratings of female-to-male aggression. Girls judge the male victims to be more wrong than do boys. This is the clearest instance of the general trend for children to judge their own sex, both as aggressors and victims of cross sex aggression to be least wrong.

For the other indices of cross sex aggression, i.e. female-to-male aggressor ratings and male-to-female ratings, the effect of sex interacts significantly with SES. These sex by SES interactions indicate that, in fact, only within the higher SES group was the sex difference appreciable. Within the lower SES group, the sex differences were small and changed direction with grade. Since the level of significance of these differences is not known, the only conclusions that may be drawn are the following: across grades, lower SES children of both sexes tended to judge females attacking males (FAM-A) less severely than did higher SES boys and more severely than did higher SES girls. In male-to-female aggression (MAF-A), lower SES children judged the aggressors less severely than did higher SES boys and girls, particularly at grade 8. With respect to victims of male-to-female aggression (MAF-V), the judgements of lower SES children were more severe than the judgements of higher SES boys and quite close to those of higher SES girls.

C. SES Differences

Ratings of within sex aggression varied by SES rather than sex. Across all grades high SES children were more critical of aggressors in male-to-male and female-to-female aggression. (See Table P11). However, the rating of victims in female-to-female aggression varied by sex in interaction with SES. Here again, the sex difference was appreciable only among the higher SES children, with boys judging victims in female-to-female aggression more severely than did girls. Within the lower SES group, the sex differences were inconsistent across grades and negligible (particularly at grades 4 and 6). As a whole, lower SES children were less severe than higher SES boys in judging victims in female-to-female aggression; their judgements were quite similar to those of higher SES girls.

Viewed together with findings about aggressors in cross-sex aggression, these data suggest that higher SES children were more critical than lower SES children toward both cross-sex and within-sex aggression. Higher SES children also appeared to be more sensitive than lower SES children to the sex dimension of the stimulus situation.

D. Interview Data

Answering questions designed to probe their views about generality and consistency of rules and laws for males and females, more than half of the interviewed Ss (34 Ss) said that all rules are the same for boys and girls; more than one-third of the sample (23 Ss) responded that some rules are the same and some are different; only 4 children said that no rules are the same for boys and girls. (See Tables IVC and IVH).

Across all grades, belief in the equality and consistency of rules and laws for boys and girls was somewhat more frequent among higher SES than lower SES children (18 vs. 13); this belief was clearly more frequent among boys than girls (20 vs. 11). With age, the number of children who ascertained that rules and laws are consistent for both sexes decreased. It should be added at once, however, that few children were able to verbalize their opinions about equality or inconsistency of rules and laws for males and females.

One point on which the interviewed Ss were quite clear in their opinions was that concerning the chances of children of each sex to escape detection (and punishment) for rule violation. Belief that females get away with breaking rules more often than males was shared by more than one-third of the interview sample (23 Ss). (See Table VIID). Nearly one-third of the sample (17 Ss) responded that non-detection of rule violation occurs equally for males and females, and one-fourth of the sample (16 Ss) thought that males escape detection more than females. The opinion that males and females have equal chances to get away with breaking rules remained constant in frequency with age; it was more frequent among higher SES than lower SES children (11 vs. 6) and also more frequent among boys than girls (10 vs. 7). Belief that males get away with rule violation more often than females decreased with age; it was more frequent among lower SES than higher SES children (11 vs. 5) but was shared by equal numbers of boys and girls (8 vs. 8). Finally, belief that females have more chances than males to escape detection and/or punishment for rule violation increased with age and was slightly more frequent among higher SES than lower SES children (13 vs. 10) and girls than boys (13 vs. 10).

In other words, in the lower SES group, belief that males and females have equal chances to get away with breaking rules was less frequent than beliefs in males' or females' greater chances to escape detection (the latter two opposite beliefs being expressed by equal numbers of Ss). In the higher

SES group, however, belief in males' greater chances over females to escape detection was least frequent; belief in females' greater chances over males to excape detection was most frequent and belief in the equality of the two sexes was intermediate in frequency. On the other hand, belief in males' greater chances over females to escape detection was least frequent in both sex groups of interviewed Ss, with boys giving equal credence to the two other alternatives while girls expressed more often belief in females' greater chances over males than in both sexes' equal chances to escape detection and/or punishment for their transgressions.

These findings point to the conclusion that, with age, children of both SES groups and both sexes tended to think that authority figures are more strict in enforcing rules and laws upon males than upon females. Moreover, higher SES children more often than their lower SES counterparts thought that rules are more strictly enforced upon males than females. Finally, more girls than boys maintained that females get away with breaking rules more often than males and more boys than girls believed in the equality of males and females in terms of chances of escaping detection and/or punishment for their transgressions.

Of interest is the fact that these beliefs seemed to parallel those about the respective chances of adults and children to escape detection and/or punishment for rule violation. Just as children appeared to believe that an adult is held more responsible than a child for his transgressions so they maintained that a male is more likely than a female to hold the responsibility of his transgressions and be punished for them. Perhaps, in children's view, the extent to which certain individuals are vested with the authority to control and sanction the behavior of other individuals is directly related to the degree to which the former are held (by cultural or legal standards) as more responsible than the latter in the face of law for comparable transgressions. Greek law does not discriminate among males and females (while it does discriminate among adults and children) in terms of severity of sanctions imposed to each sex for comparable violations of law. However, the cultural standard is for males to be held responsible for eventual deviations of females in their family from culturally and/or morally prescribed standards of conduct (Campbell, 1964; Friedl, 1962). Children are sensitized quite early to this cultural pattern. Only few males succeed with age to overcome the burdens imposed to them by such a standard. Higher education and high status position are usually associated with such value and attitude changes (Safilios-Rothschild, 1967).

Effect of Sex, Role and Action

Analysis of aggressors' and victims' ratings for specific figure pairs (see Tables P9 and P13) further clarified the findings on the effects of age-status, status-role, mode of action and sex upon children's judgements about interpersonal aggression.

A. Age Differences

On aggressors' ratings none of the composite status indices or the set indices was affected by the Ss' age as a main differentiating factor. Whenever age changes appeared their direction differed by the Ss' SES. The figure analysis confirmed this finding for all specific stimulus situations except for the boy hitting boy and mother scolding son pictures. As children grew older, they judged the aggressor in the boy-to-boy situation to be increasingly more wrong. The finding suggests that with increasing age and maturity children, regardless of their sex or SES tend to repudiate physical aggression among male peers. The fact that the age difference was congruent across sampling groups only with respect to boy-to-boy hitting is probably related to Ss' presumptions that physical aggression among males of equal status may have far reaching and harmful effects since the victim is likely to reply in the same way. Children judged mothers scolding sons to be decreasingly wrong as they grew older.

On victims' ratings, only the set index of child-to-child verbal aggression was affected by age, with children victims of peers' scolding being judged more severely by older than by younger children. However, none of the victims' ratings for the four figure pairs comprising the set of child-to-child scolding varied by age as a main factor. Evidently the effect is sufficiently small so that it appears only after the picture ratings have been summed.

On the other hand, significant grade differences appeared on the ratings of a boy being hit by a girl, a policeman being scolded by a girl and a boy being scolded by a teacher. In the first two cases, the grade effect consisted of an increase with age in the perceived wrongness of the victim--a male being attacked by a female. The age trend in these two measures suggests that many children, regardless of their own sex and SES thought that if a girl dares behave in this unusual way (i.e., hit a boy or scold a policeman, both of whom are more powerful than a girl) the recipient of her aggression must have done something very wrong. The grade effect on the rating of a boy being scolded by his teacher consisted in an increase between grades 4 and 6 and a decrease again by grade 8 of the preceived wrongness of the victim. None of the sex indices was significantly affected by age differences on either the aggressors' or the victims' rating.

B. Sex Differences

The status and set analysis showed that aggressors' ratings were not significantly affected by the Ss' sex. The figure analysis revealed significant sex differences in ratings of a girl scolding her mother and a girl scolding her teacher. In both instances, girls were less severe than boys in judging the female aggressor in these two situations of child-to-adult aggression, apparently as a result of identification with the person of their own sex and age as confronted with an adult of the same or opposite sex (the mother or the teacher).

On victims' ratings, the set analysis showed that the sex difference which affected judgements about children being attacked by adults was chiefly influenced by ratings of children being scolded by parents and policemen. The figure analysis further clarified that sex differences were significant only for a daughter being scolded by her father and a girl being scolded by a policeman. In other words, the Ss' sex actually contributed to a differentiation of judgements primarily about a female victim of a male authority figure. In such cases girls were less critical of the victim than were boys. Interestingly, the figure analysis revealed a significant sex difference also in the victim's rating for the girl-to-policeman pair, with girls being more severe than boys in their judgements about a policeman being scolded by a girl. That boys took the side of the male authority figures in these situations of cross-sex and cross-status aggression probably reflects not only identification with the authority figure of their own sex but also opposition to and competitiveness with the female peer.

The combined sex indices did not show sex as a significant sampling variable for any of the aggressors ratings. The picutre analysis shows sex to be a significant sampling variable in aggressors ratings of the pictures showing: girl-hitting-boy, girl-scolding-mother and girl-scolding-teacher. (See Table P9). Boys rate girl aggressors to be more wrong than do girls, for these pictures. The only generalization one can make, is that the aggressor is always a peer when this effect is significant.

The results of the combined sex indices indicate that the sampling variable of sex affected only the victims ratings of female-to-male index. The analysis of individual pictures shows a significant effect for sex in the victims ratings of girl-hitting-boy, girl-scolding-boy, and girl-scolding-policeman. Girls judge the male victim to be significantly more wrong than do girls, when he is being attacked by a female peer. This indicates that the effect upon the combined ratings is primarily do to the peer-to-peer judgements although the higher wrongness judgements of girls appear fairly consistently at grades 6 and 8 for other female-to-male pictures (see Table P13).

Sex appears as a significant sampling dimention in the victims ratings of three male-to-female pictures: father-scolds-daughter, and policeman scolds girl. Boys judge girl victims to be more wrong in these pictures than do girls. For the male-to-female pictures, then sex appears as a sampling variable for the victims ratings on the cross-status pictures rather than on the peer-to-peer pictures.

Viewed together these results confirm the general statement that children tend to judge their same sex peers less harshly than opposite sex peers.

C. SES Differences

The status-set indices showed SES to be a significant sampling effect for the aggressors ratings for the sets of parents-hit-children, children-hit-children and children-scold-children. The picture analysis indicates that the two pictures of the parents-hit-children set showing significant sex effects for the aggressors ratings are father-hit-daughter and father-hits-son. (See Table P9). For both pictures the SES differences follow the trend of the overall index, i.e., lower class children judge the father to be more wrong in these situations.

The two peer-to-peer pictures showing a significant SES effect are the ones depicting within sex aggression i.e., boy-hit-boy and girl-hit-girl. Lower class children judge aggressors to be more wrong in these situations, as they do in the overall index.

None of the individual pictures of the children-scold-children sex show significant SES sampling effects. This effect evidently does not appear until the ratings are added.

One isolated instance of a SES effect in the aggressors ratings appears for the picture showing a boy scolding his mother. As in the other pictures, the low SES children judge the boy more severely than their middle class peers in this situation.

The status-set indices show that SES is a significant sampling effect in the victims ratings only for the children-scold-policeman index. For this index the lower SES children judged the policeman to be more wrong than did the higher SES children. The individual pictures show this effect to be significant only for the boy-scolds-policeman picture. (See Table P9). However, the directional difference appears fairly consistently for the other three pictures comprising this index.

The boy-scolds-father and the father-hits-son pictures also show a significant SES difference on the victims ratings. The low SES children judge the victim less severely in the former situation and more severely in the latter.

The combined sex indices show that SES is a significant sampling variable for the male-attacks-male and the female-attack-female indices. In both instances the high SES children are more severe in their judgements of aggressors in within sex aggression. The figure analysis shows that SES is a significant sampling variable for the aggressors ratings of the within-sex aggression pictures: father-hits-son, boy-hits-boy and girl-hits-girl, (see Table P9). Higher SES children are more severe in their judgements than are lower SES children for all three pictures. The same trend appears fairly consistently for other pictures comprising this index. When this sampling difference is not present the ratings of the low and high SES children are virtually equal. The only reversals occur for the pictures: father-scolds-son and mother-scolds-daughter.

Two cross-sex aggression pictures, father-hits-daughter and boy-scolds-mother show SES to be a significant variable for the aggressors ratings, (see Table P9).

The results of the combined sex indices show that SES was not a significant variable for any of the victims ratings. This finding is substantiated by the observation that SES is significant for only three pictures: boy-scolds-father, boy-scolds-policeman, and father-hits-son. (See Table P13). The high SES children judge the adult victims to be more wrong and the child victim to be less wrong than do low SES children. This indicates that these pictures reflect the general SES differences concerning status judgements, rather than differences in judgements reflecting sex relationships.

D. Interview Data

Interview information further clarifies children's views about the sources of rules and laws discriminating among males and females. It should be recalled here that 23 interviewed children maintained that some rules are the same for the two sexes and some are not, and four Ss believed that no rules are the same for boys and girls. These children were asked to specify which rules are different for boys and girls. In answering this question approximately equal numbers of children pointed out rules of the family (5 Ss), the school (6 Ss), and rules of children's games (6 Ss); a few more children (9) mentioned rules of the community or the government as discriminating among the two sexes.

No age, sex or SES differences were observed for Ss who mentioned family rules. More higher SES than lower SES children mentioned rules of the community-government, school and of children's games. More boys than girls pointed school rules discriminating among boys and girls while the opposite trend emerged for children's rules. With age the number of children who pointed rules of the community-government as discriminating among males and females increased, while age differences on the other alternatives were minimal.

Summary and Discussion

Aggression across status: Trends over all sampling divisions indicated that Greek children clearly distinguish between adult-to-child and child-to-adult aggression. The former is preceived as justified, legitimate or prosocial and the latter is wrong, illegitimate or anti-social. In both facets of confrontations between persons of different age status, the adult or higher status person, whether in the position of aggressor or that of victim, is perceived as justified while the child is seen as wrong whether he attacks adults or is being attacked by them.

Such status bound judgements were expressed for all sets of pictured situations involving verbal aggression among children and adults holding different authority roles (i.e., parents, teachers and policemen). In other words, in Greek children's view of role relationships among persons of different age status, scolding is as legitimate a behavioral attribute of the role of higher age status persons as its use by a lower status person is illegitimate. This dichotomy of judgements about adults and children probably stems from the perceived complementarity of their respective roles.

Parent-to-child scolding was seen as more justified, i.e., more legitimate and prosocial than teacher-to-child and policeman-to-child scolding. Although this rank ordering of set indices does not imply large, statistically significant, differences among them, it suggests that parents are vested with more authority than teachers and policemen to control and sanction children's behavior. The parental authority appears to be felt as so sacred that the child's scolding of his parents is seen as more wrong, illegitimate and/or anti-social than his scolding of a teacher or a policeman. These findings are congruent with historical and anthropological information suggesting that Greek society is traditionally family centered, its "familistic" character being an adaptive consequence of life circumstances that still persist for the majority of the country's population (see Introduction).

Parent-to-child physical aggression did not draw as clearly status bound judgements as did scolding from any authority figure, and victims of parents' hitting were not judged as severely as were victims of scolding of all authority figures. Apparently, hitting is not as definitely perceived as a legitimate behavioral attribute of the parental role as is scolding.

Variations of ratings by sampling divisions indicated that, with age, high status children depart from the norm according to which adult-to-child aggression is always justified while child-to-adult aggression is always wrong. The low status children's responses indicated that these children became with age even more rigid advocates of the prosocial character of adult-to-child aggression and the antisocial quality of child-to-adult aggression. That is, with age, higher SES children, unlike their lower SES counterparts, strongly criticize parental hitting and no longer acknowledge that scolding is the appanage of the adult role. An adult may sometimes scold a child unjustly; and a child may sometimes be as justified as an authority figure in using this behavior, even if he uses it with authority figures. Apparently, children in the higher SES group have more opportunities than those in the lower SES group for social learning through role-taking behavior; thus, they have more chances to realize that roles in their families are flexible and reversible. Transfer of this learning from family to school relationships is an expectable outcome of the generalization process.

With respect ot child-to-policeman scolding, judgements about the aggressor did not differ by any sampling factor; judgements about the victim differed by SES across all grades: higher SES children did not appear to think a policeman is always right. Evidently they reason that if a child dares scold him, despite the fact that he (or she) runs the risk of reprisal, this means that the policeman probably deserves the child's scolding.

These SES differences in children's judgements about cross status aggression are congruent with other findings indicating SES differences in family power structure and child rearing practices and values professed by parents (Safilios-Rothschild, 1967; Prothro, 1966).

The Ss' sex had no significant differentiating effects on any of the aggressors ratings of composite status or set indices. The figure analysis confirmed this generalization for all pairs of adult-to-child aggression. With respect to child-to-adult aggression, boys were more severe than girls in their criticism of the aggressor in the daughter-to-mother and girl-to-teacher pairs.

The variable of sex significantly differentiated judgements about victims in adult-to-child aggression, more specifically victims of parent-to-child scolding and policeman-to-child scolding. Boys were more severe than girls in their criticism of children being scolded by parents and policemen. The figure analysis showed that for these sex differences were significant for the ratings of victims in father-to-daughter and policeman-to-girl scolding: boys were more severe than girls in their criticism of the female peer, victim of a male authority figure's scolding--a not surprising outcome of sex role identification.* The boys, regardless of their SES position, boys identified with the male authority figure while the girls, quite understandably, identified with the victim who was of their own sex and age. Two additional situations of adult-to-child aggression, for which judgements about the victims were differentiated by the Ss' sex, involved female-to-female aggression, namely mother-to-daughter scolding and hitting: in both situations the sex difference was large and consistent across grades for the higher SES group, with boys judging the victims more severely than did girls; in the lower SES group, the sex difference was small at grades 4 and 6, but, at grade 8, it was large, with girls being more severe than boys in judging the victim of these mother-to-daughter confrontations. The finding suggests that in the lower SES group, girls tend to accept a subordinate role in the family while, in the higher SES group, girls are less inclined to resign themselves to such a subordinate role--a probably reason for the competitiveness reflected in higher SES boys' and girls' judgements about cross-sex aggression among peers as well.

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*The sex difference in judgements about a girl being scolded by a policeman was accompanied by a reciprocal sex difference in judgements about a policeman being scolded by a girl: boys were less critical than girls toward the victim in this situation of female-to-male, child-to-adult aggression just as they were more critical than girls in their criticism of the aggressor.

Within Status Aggression: The composite index for child-to-child aggression (for both aggressors' and victims' wrongness) ranked between the two indices for cross-status aggression. This rank position confounded large differences in ratings of specific situations of peer-to-peer aggression depending on: (1) the mode of aggression (verbal vs. physical); (2) the sex of aggressor and victim; and (3) the sex and SES of the raters. Thus, the rank position of the composite index "children attack children" in the middle of the scale does not reflect a generalized tendency among children to make moderate judgements about peer-to-peer aggression as opposed to their tendency to distinguish in a clear-cut fashion between child-to-adult and adult-to-child aggression. Judgements about specific situations of peer-to-peer aggression were as extreme as those concerning cross-status aggression. However, in the former situations, variations in judgements depended to a large extent on sampling factors. Both the sex and SES of the raters contributed to a differentiation of their judgements about verbal vs. physical aggression and especially about cross-sex aggression. For example, although aggressors in both physical and verbal peer-to-peer aggression were judged more severely by higher SES than by lower SES children across all grades, the SES difference held as a main effect only for boy-to-boy and girl-to-girl hitting. Aggressors in both verbal and physical confrontations among peers of different sex were judged differently by boys and girls; and so were the victims of peer-to-peer cross-sex scolding and hitting. As could be expected, the trend was for raters to identify with the pictured peer of their own sex and judge him or her as more justified and less wrong than the peer of opposite sex, both as aggressor and as victim. However, this sex trend was significant and consistent across grades for all situations of peer-to-peer cross-sex aggression only for the higher SES group. The lower SES group showed similar sex differences only in judging the aggressor and the victim in female-to-male hitting and the victim in female-to-male scolding. In judging both aggressor and victim in male-to-female scolding and hitting and the aggressor in female-to-male scolding, lower SES boys and girls at grades 4 and 6 showed no substantial differences in their ratings; at grade 8, however, lower SES girls were more severe than boys in judging peers of their own sex, both as aggressors and as victims in male-to-female hitting and scolding; they also were more critical than boys toward a girl scolding a boy.

These differences between higher and lower SES children in terms of sex-role identification probably stem from differences between higher and lower SES parents in their attitudes toward and socializing practices with boys and girls. Perhaps, lower SES parents continue to raise their children with the idea that not only adults have the unquestionable authority to control and sanction children's behavior but also males have a similar authority over females of the same age status. Evidence about status implications of sex-role differentiation in family relationships may be found in anthropological studies of rural communities in Greece (Friedl, 1962; Campbell, 1964). Apparently, the pattern persists in urban lower SES families as well. In the higher SES group, however, parental values and socializing practices seem not only to enhance development with age of children's claims for reciprocity among persons of different age status but also to discourage survival of the traditional prejudice that, of two children of equal age, the male has a better potential than the female to develop cognitive and social skills for the betterment of life conditions of the entire family and, therefore, he should be trained early to assume an authority role over his female peers. Higher SES parents probably do not discriminate between boys and girls in their expectations about cognitive and social attainments. Perhaps, they are more demanding toward boys in terms of scholastic achievements; they are aware that, in Greece, boys seeking professional careers face keen competition for entrance to college and for building up a career in prestigious professions, because most of them are saturated. This is not a subject of strong parental concern as far as their girls are concerned. Building up a professional career is not considered a prerequisite for success in life for girls as it is for boys. In addition, girls pursuing higher education are often oriented to careers which are not saturated. In such a family climate, girls are encouraged to become more assertive than their lower SES counterparts. Concomitantly, higher SES boys--at least during the age range covered by the study--do not seem to consider girls as nonaggressive. Perhaps this is one reason why higher SES boys, unlike their lower SES counterparts, were more critical than girls of female peers in the specific situations of mother-to-daughter scolding and hitting. Not only higher SES parents seem to avoid encouraging in boys the traditional idea that males should exercize control over their female peers, but also their demanding attitudes for academic achievements (especially the mother's) seem to be interpreted and resented by boys as indications of parental favoritism toward girls.

The composite sex indices for both aggressors and victims were clustered in the middle of the scale. Only the means pertaining to boys' responses were significantly differentiated, the differences among indices declining or disappearing with age even for boys. Therefore, only the younger boys' responses significantly contributed to the rank order of sex indices by total grade--with aggressors in FAM being the worst, followed by aggressors in FAF, MAM and MAF and victims in MAF being the worst, followed by victims in MAM, FAF and FAM--which indicated bias in favor of males both as aggressors and as victims.

The clustering of the composite sex indices in the middle of the scale and the fact that sampling variations on each of them, although statistically significant, were relatively small might suggest that the sex of persons involved in an aggressive encounter has rather little importance in determining children's judgements about the situation. It was the figure analysis which showed that variations in the structure of the situation in terms of sex of aggressor and victim contributed to a differentiation of judgements almost as sharp as that elicited by variations along the age-status dimension. However, differentiation of judgements depending on the sex of aggressor and victim was sharp only for the figure pairs depicting peer-to-peer aggression. In ratings of adult-to-child and child-to-adult aggression the age-status of aggressors and victims was more important than their sex in determining children's judgements about the wrongness of both. Moreover, variations in judgements about cross-status aggression depending on the sex of the raters appeared rather scarcely and their magnitude was small. By contrast, judgements about both aggressors and victims in peer-to-peer aggression differed sharply depending on the sex structure of both the stimulus situation and the sample.

In general, the influence of sex factors upon judgements about peer-to-peer aggression was more clear-cut in ratings of cross-sex aggression than in ratings of within-sex aggression.

The trend over all grades was for raters to take the side of peers of their own sex, whether they saw them in the position of aggressor or that of the victim, and judge them as more justified and less wrong. Such a favoritism toward their own sex was consistent across grades and situations only in the judgements of higher SES children. Sex differences in the judgements of lower SES children were congruent with those observed in the responses of the higher SES group only for aggressors' ratings in girl-to-boy hitting and for victims' ratings in girl-to-boy hitting and scolding and boy-to-girl hitting. On all other instances of cross-sex peer-to-peer aggression--i.e., in both aggressors' and victims' ratings for boy-to-girl scolding and in aggressors' ratings for boy-to-girl hitting and girl-to-boy scolding--the sex differences were, at grade 4 and 6, small and inconsistent in direction; at grade 8, the judgements of lower SES girls and boys suggested that they tend to admit that scolding female peers is a legitimate attribute of the masculine role while the legitimacy of this behavior in females is questionalbe as far as scolding is directed against male peers. Notably, lower SES grade 8 girls were also less severe than any other sampling group in their judgements about boy-to-girl hitting.

The sex indices showed that aggression among persons of the same sex was more strongly criticized by higher SES than by lower SES children. The figure analysis confirmed this SES difference only for the pairs of father-to-son scolding and hitting, mother-to-daughter hitting and boy-to-boy and girl-to-girl hitting. Apparently, SES differences in judgements about aggressors in these specific situations of male-to-male and female-to-female aggression were determined by the mode of action rather than the sex of aggressors and victims. Higher SES children were clearly more critical than their lower SES counterparts (and increasingly more so as they grew older) of physical aggression, whether among peers or from parents to children of the same or the opposite sex.

On victims' ratings only the sex index for female-to-female aggression showed significant sampling variations, an interaction of sex with SES. The figure analysis confirmed this finding only for the pairs of mother-to-daughter scolding and hitting.

The sex index for victims in male-to-male aggression showed no significant variations by any sampling factors. The figure analysis revealed significant SES differences in judgements about victims in the pairs of father-to-son hitting, son-to-father scolding and boy-to-policeman scolding and a sex by

SES interaction on the victim's rating for the boy-to-boy pair of hitting. The SES differences on judgements about these specific situations of male-to-male aggression did not show up in the composite sex index for victims in MAM aggression, because their direction differed depending on the situation; higher SES children compared to those of lower SES were less critical of a boy being hit by his father, especially as they grew older, and more critical of a father being scolded by his son and a policeman being scolded by a boy. When ratings for these specific situations were combined in the composite index for victims in male-to-male aggression the SES differences cancelled out. Apparently these SES variations in judgements about victims of male-to-male aggression were a function of the raters' attitudes toward cross-status aggression rather than their sex-role identification.

Judgements about the victim in boy-to-boy hitting, which were affected by an interaction of sex with SES certainly reflect the raters' views about male-to-male aggression among peers. It should be recalled that in this situation higher SES girls took the side of the victim judging him across all grades less severely than did higher SES boys; by contrast, lower SES girls judged the victim of male-to-male aggression among peers more severely than did lower SES boys; this sex difference in the judgements of lower SES children disappeared, however, at grade 8, and the judgements of both lower SES sex groups ranked in between the judgements of higher SES boys and girls. With respect to this particular rating (boy-to-boy hitting, victim's wrongness) it should be stressed that the magnitude of sex differences within each SES group was relatively small. It should also be recalled that none of the figure pairs for verbal aggression among peers of the same sex was affected by variations by sampling breaks; in both cases of physical aggression among same sex peers, higher SES children were more severe than their lower SES counterparts toward the aggressor and only in judging a boy being hit by another boy did boys and girls in each SES group take different stands.

To conclude, sex factors had an appreciable impact upon Greek children's judgements about interpersonal aggression mainly when the stimulus situation involved peers of different sex.

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GREECE

TABLE: PROBLEM TWELVE

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY STATUS SCORES. ANOVA PROBLEM 12, VARIABLES 1-3. AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	ADULT ATTACKING CHILD 511,515,519,521,525,527, 529,533,537,539,545,553			CHILD ATTACKING ADULT 517,541,543,549,551, 557,559,563			CHILD ATTAKCING CHILD 513,523,531,535,547, 555,561,565		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	203.	2.49	1.47	203.	5.45	1.60	203.	4.29	1.49
SES 1	107.	2.57	1.50	107.	5.20	1.57	107.	3.97	1.57
SES 2	96.	2.41	1.44	96.	5.70	1.64	96.	4.61	1.41
GIRLS	101.	2.52	1.47	101.	5.42	1.63	101.	4.31	1.51
BOYS	102.	2.46	1.46	102.	5.48	1.57	102.	4.27	1.47
GRADE 6, TOTAL	225.	2.27	1.08	225.	5.61	1.48	225.	4.33	1.21
SES 1	121.	2.14	1.13	121.	5.61	1.48	121.	4.15	1.34
SES 2	104.	2.40	1.03	104.	5.62	1.47	104.	4.50	1.07
GIRLS	101.	2.32	1.11	101.	5.51	1.53	101.	4.13	1.21
BOYS	124.	2.22	1.05	124.	5.71	1.42	124.	4.52	1.21
GRADE 8, TOTAL	200.	2.43	0.92	200.	5.44	1.37	200.	4.19	0.97
SES 1	100.	1.92	0.86	100.	5.59	1.39	100.	3.96	1.11
SES 2	100.	2.94	0.99	100.	5.28	1.35	100.	4.43	0.82
GIRLS	103.	2.55	0.93	103.	5.29	1.31	103.	4.22	0.87
BOYS	97.	2.31	0.91	97.	5.59	1.43	97.	4.16	1.07
TOTAL SES 1	328.	2.21	1.16	328.	5.46	1.48	328.	4.03	1.34
TOTAL SES 2	300.	2.58	1.15	300.	5.53	1.48	300.	4.51	1.10
TOTAL GIRLS	305.	2.46	1.17	305.	5.41	1.49	305.	4.22	1.20
TOTAL BOYS	323.	2.33	1.14	323.	5.59	1.47	323.	4.32	1.25
SIGNIFICANT EFFECTS								SES	

TABLE: PROBLEM SIXTEEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY STATUS SCORES. ANOVA PROBLEM 16, VARIABLES 1-3. VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	ADULT ATTACKING CHILD 512,526,520,522,526,528, 530,534,538,540,546,554			CHILD ATTACKING ADULT 518,542,544,550, 552,558,560,564			CHILD ATTAKCING CHILD 514,524,532,536, 548,556,562,566		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	203.	4.75	1.39	203.	2.32	1.53	203.	3.12	1.35
SES 1	107.	4.55	1.43	107.	2.40	1.53	107.	3.12	1.36
SES 2	96.	4.94	1.34	96.	2.25	1.53	96.	3.11	1.34
GIRLS	101.	4.52	1.35	101.	2.33	1.51	101.	3.00	1.35
BOYS	102.	4.97	1.42	102.	2.32	1.56	102.	3.24	1.35
GRADE 6, TOTAL	225.	4.98	1.24	225.	2.32	1.44	225.	3.32	1.16
SES 1	121.	5.07	1.35	121.	2.22	1.49	121.	3.36	1.30
SES 2	104.	4.90	1.14	104.	2.43	1.40	104.	3.29	1.01
GIRLS	101.	4.81	1.25	101.	2.39	1.43	101.	3.39	1.19
BOYS	124.	5.16	1.23	124.	2.26	1.46	124.	3.26	1.12
GRADE 8, TOTAL	200.	4.73	1.04	200.	2.58	1.26	200.	3.46	0.91
SES 1	100.	5.00	1.14	100.	2.14	1.08	100.	3.34	0.98
SES 2	100.	4.47	0.95	100.	3.02	1.44	100.	3.58	0.84
GIRLS	103.	4.72	1.07	103.	2.75	1.34	103.	3.57	0.87
BOYS	97.	4.75	1.02	97.	2.41	1.19	97.	3.36	0.95
TOTAL SES 1	328.	4.87	1.31	328.	2.25	1.37	328.	3.28	1.21
TOTAL SES 2	300.	4.77	1.14	300.	2.56	1.46	300.	3.33	1.06
TOTAL GIRLS	305.	4.68	1.22	305.	2.49	1.42	305.	3.32	1.14
TOTAL BOYS	323.	4.96	1.22	323.	2.33	1.40	323.	3.29	1.14
SIGNIFICANT EFFECTS		SEX						GRADE	

MEAN PEER AGGRESSION RATINGS FOR STATUS INDICES

Figure P 12 - SEX

GREECE

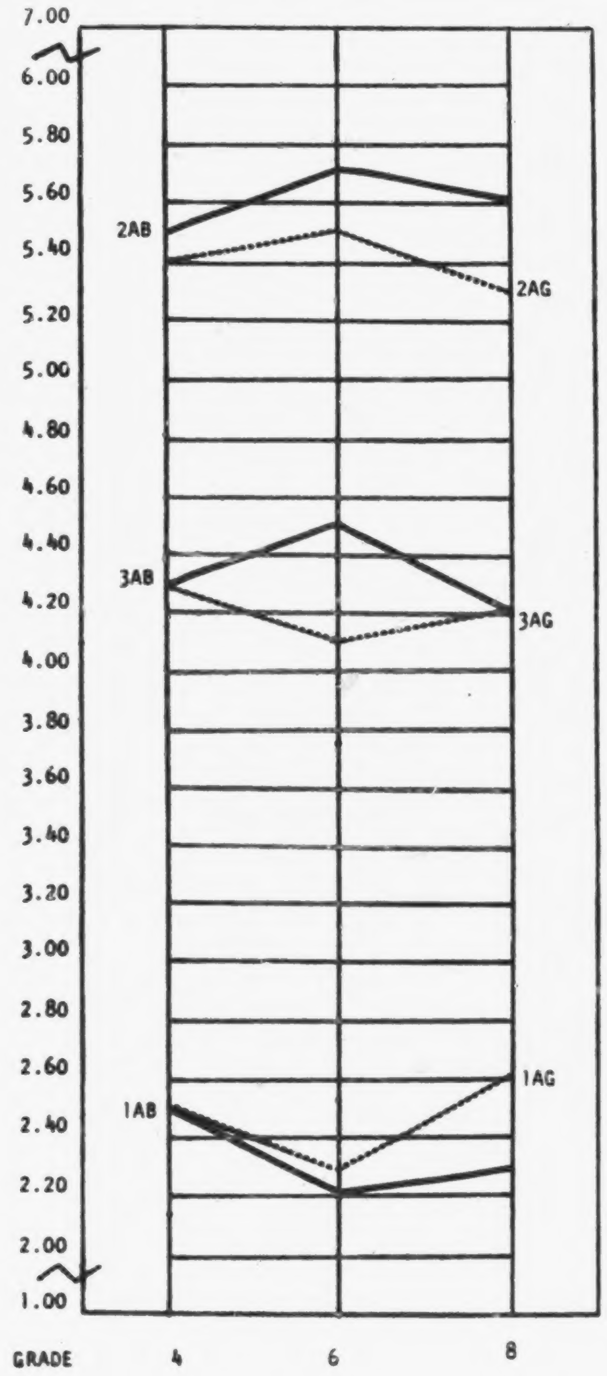
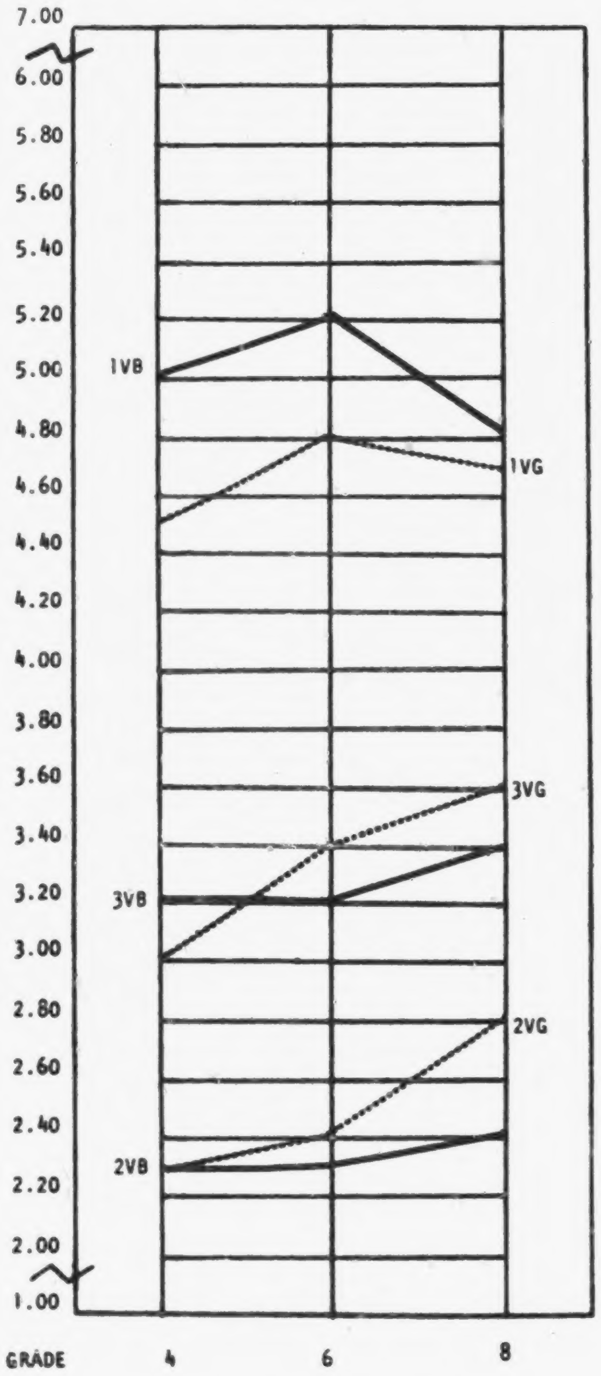


Figure P 16 - SEX

GREECE



1 = ADULTS ATTACK CHILDREN
2 = CHILDREN ATTACK ADULTS
3 - CHILDREN ATTACK CHILDREN
A - AGGRESSORS' RATINGS
V VICTIMS' RATINGS
B BOYS' RATINGS
G GIRLS' RATINGS

MEAN PEER AGGRESSION RATINGS FOR STATUS INDICES

Figure P 12 - SES

GREECE

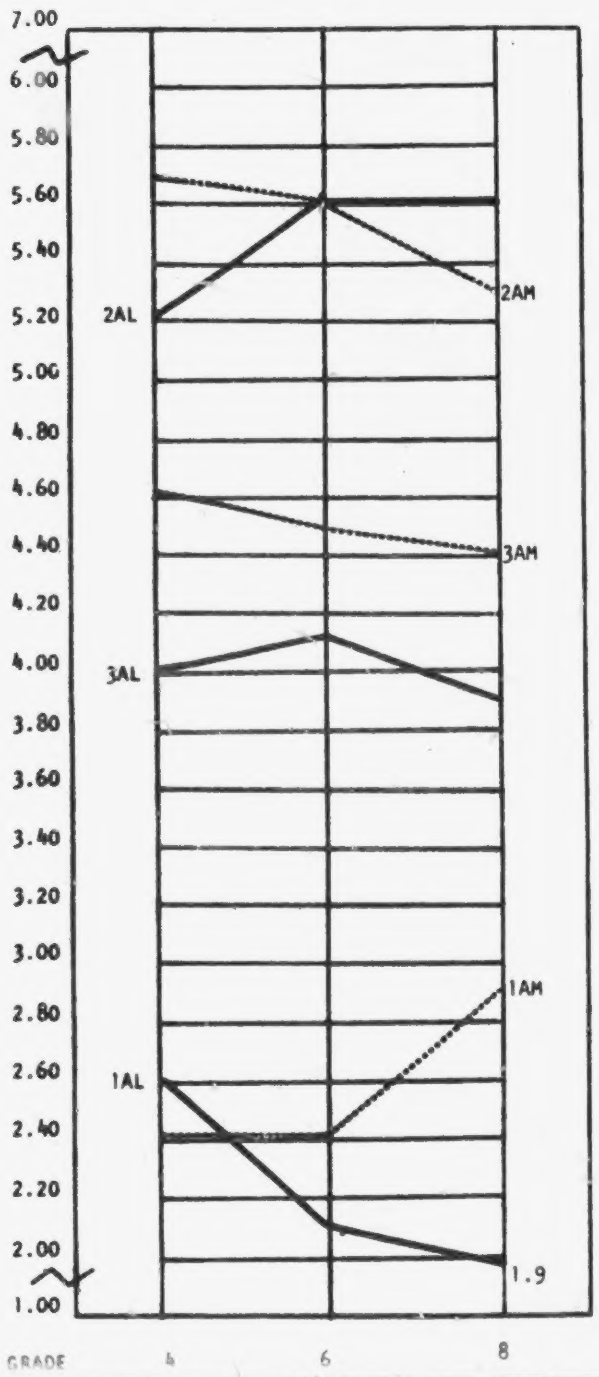
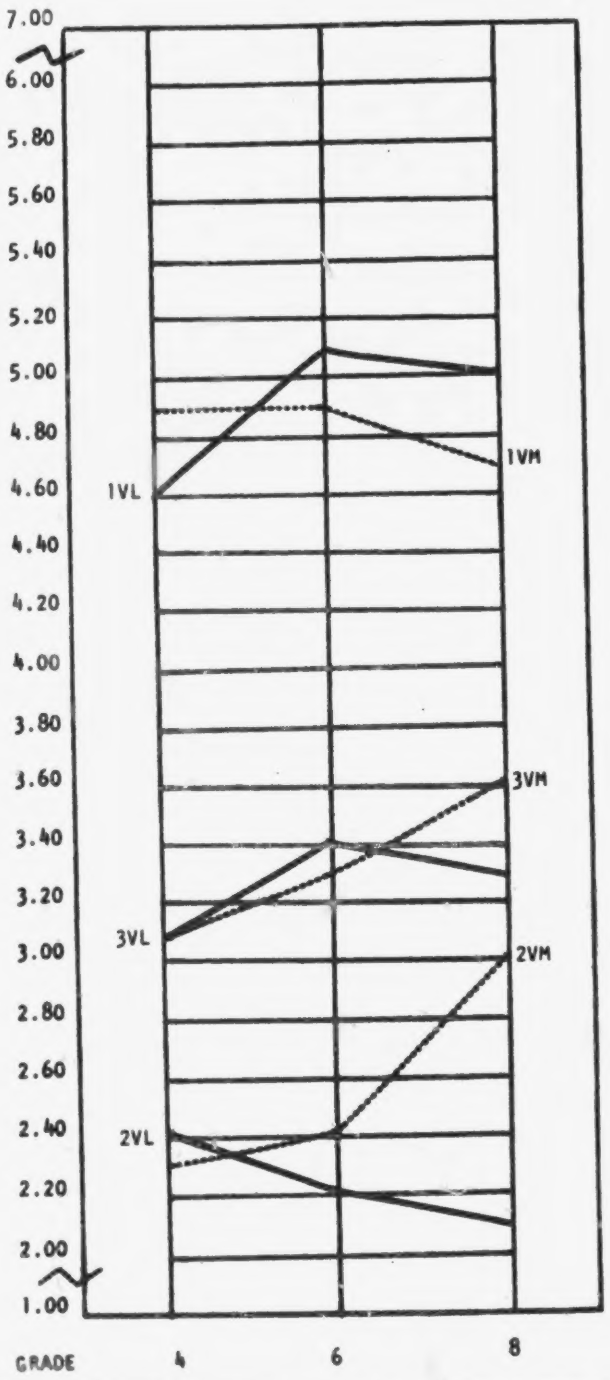


Figure P 16 - SES

GREECE



1 = ADULTS ATTACK CHILDREN
2 = CHILDREN ATTACK ADULTS
3 = CHILDREN ATTACK CHILDREN
A = AGGRESSORS' RATINGS
V = VICTIMS' RATINGS
L = LOW SES
M = MIDDLE SES

GREECE

TABLE: PROBLEM TEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY SET SCORES. ANOVA PROBLEM 10, VARIABLES 1-4. AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	PARENTS HIT CHILDREN 521,529,539,553			CHILDREN HIT CHILDREN 513,535,547,561			PARENTS SCOLD CHILDREN 511,525,543,545			CHILDREN SCOLD CHILDREN 523,531,555,565		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	203.	2.81	1.79	203.	4.56	1.60	203.	2.31	1.59	203.	4.01	1.63
SES 1	107.	2.78	1.76	107.	4.11	1.58	107.	2.54	1.61	107.	3.81	1.71
SES 2	96.	2.84	1.83	96.	5.00	1.62	96.	2.08	1.56	96.	4.22	1.54
GIRLS	101.	2.85	1.71	101.	4.58	1.64	101.	2.39	1.73	101.	4.02	1.60
BOYS	102.	2.77	1.88	102.	4.53	1.57	102.	2.24	1.44	102.	4.00	1.65
GRADE 6, TOTAL	225.	2.80	1.50	225.	4.69	1.41	225.	1.94	1.13	225.	3.94	1.35
SES 1	121.	2.34	1.36	121.	4.50	1.51	121.	2.05	1.25	121.	3.78	1.48
SES 2	104.	3.26	1.64	104.	4.88	1.30	104.	1.83	1.01	104.	4.10	1.23
GIRLS	101.	2.73	1.53	101.	4.48	1.43	101.	2.09	1.21	101.	3.75	1.33
BOYS	124.	2.87	1.46	124.	4.90	1.39	124.	1.78	1.05	124.	4.13	1.38
GRADE 8, TOTAL	200.	3.03	1.25	200.	4.66	1.21	200.	1.91	0.91	200.	3.70	1.03
SES 1	100.	1.91	1.02	100.	4.34	1.39	100.	1.66	0.88	100.	3.57	1.08
SES 2	100.	4.15	1.40	100.	4.99	1.02	100.	2.17	0.94	100.	3.83	0.98
GIRLS	103.	3.07	1.25	103.	4.63	1.04	103.	2.01	0.92	103.	3.79	0.94
BOYS	97.	2.99	1.25	97.	4.70	1.37	97.	1.82	0.90	97.	3.60	1.07
TOTAL SES 1	328.	2.34	1.38	328.	4.32	1.50	328.	2.08	1.25	328.	3.72	1.42
TOTAL SES 2	300.	3.42	1.65	300.	4.96	1.31	300.	2.03	1.17	300.	4.05	1.25
TOTAL GIRLS	305.	2.88	1.50	305.	4.57	1.37	305.	2.16	1.29	305.	3.86	1.31
TOTAL BOYS	323.	2.88	1.53	323.	4.71	1.44	323.	1.95	1.13	323.	3.91	1.37
SIGNIFICANT EFFECTS		SES			SES						SES	

GROUP REPORTED	CHILDREN SCOLD PARENTS 517,541,549,556			TEACHERS SCOLD CHILDREN 515,527			CHILDREN SCOLD TEACHERS 543,557			POLICEMEN SCOLD CHILDREN 519,537		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	203.	5.50	1.64	203.	2.25	1.70	203.	5.54	1.80	203.	2.42	1.80
SES 1	107.	5.15	1.67	107.	2.29	1.62	107.	5.31	1.75	107.	2.42	1.75
SES 2	96.	5.84	1.61	96.	2.20	1.78	96.	5.77	1.85	96.	2.42	1.84
GIRLS	101.	5.39	1.69	101.	2.23	1.63	101.	5.62	1.79	101.	2.37	1.73
BOYS	102.	5.60	1.59	102.	2.27	1.77	102.	5.46	1.81	102.	2.48	1.86
GRADE 6, TOTAL	225.	5.80	1.43	225.	1.95	1.39	225.	5.50	1.83	225.	2.18	1.40
SES 1	121.	5.73	1.48	121.	1.95	1.30	121.	5.55	1.72	121.	2.12	1.39
SES 2	104.	5.86	1.37	104.	1.95	1.49	104.	5.44	1.94	104.	2.24	1.42
GIRLS	101.	5.66	1.45	101.	1.99	1.39	101.	5.34	1.91	101.	2.28	1.41
BOYS	124.	5.94	1.40	124.	1.91	1.40	124.	5.65	1.74	124.	2.08	1.40
GRADE 8, TOTAL	200.	5.72	1.42	200.	2.23	1.31	200.	5.24	1.73	200.	2.44	1.39
SES 1	100.	5.95	1.51	100.	1.89	1.21	100.	5.57	1.65	100.	2.50	1.42
SES 2	100.	5.59	1.32	100.	2.56	1.41	100.	4.91	1.80	100.	2.38	1.35
GIRLS	103.	5.67	1.33	103.	2.38	1.39	103.	4.95	1.74	103.	2.72	1.53
BOYS	97.	5.76	1.50	97.	2.07	1.24	97.	5.53	1.71	97.	2.16	1.24
TOTAL SES 1	328.	5.58	1.56	328.	2.05	1.38	328.	5.47	1.71	328.	2.34	1.52
TOTAL SES 2	300.	5.76	1.43	300.	2.24	1.56	300.	5.37	1.87	300.	2.35	1.53
TOTAL GIRLS	305.	5.57	1.49	305.	2.20	1.47	305.	5.30	1.82	305.	2.45	1.56
TOTAL BOYS	323.	5.77	1.50	323.	2.08	1.47	323.	5.54	1.75	323.	2.24	1.50
SIGNIFICANT EFFECTS												

GROUP REPORTED	CHILDREN SCOLD POLICEMEN 551,563		
	N	MEAN	S.D.
GRADE 4, TOTAL	203.	5.29	1.91
SES 1	107.	5.19	1.84
SES 2	96.	5.39	1.99
GIRLS	101.	5.29	1.89
BOYS	102.	5.29	1.94
GRADE 6, TOTAL	225.	5.36	1.78
SES 1	121.	5.40	1.78
SES 2	104.	5.32	1.79
GIRLS	101.	5.39	1.77
BOYS	124.	5.32	1.80
GRADE 8, TOTAL	200.	5.08	1.60
SES 1	100.	5.11	1.61
SES 2	100.	5.06	1.59
GIRLS	103.	4.88	1.58
BOYS	97.	5.28	1.62
TOTAL SES 1	328.	5.23	1.74
TOTAL SES 2	300.	5.25	1.79
TOTAL GIRLS	305.	5.19	1.75
TOTAL BOYS	323.	5.30	1.79
SIGNIFICANT EFFECTS			

TABLE I PROBLEM FOURTEEN
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAC [illegible]

SUMMARY SET SCORES. ANOVA PROBLEM 14. VARIABLES 1-4. VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	PARENTS HIT CHILDREN 522,530,540,554			CHILDREN HIT CHILDREN 514,536,546,562			PARENTS SCOLD CHILDREN 512,526,534,546			CHILDREN SCOLD CHILDREN 524,532,556,566		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	203.	4.56	1.75	203.	3.02	1.52	203.	4.78	1.48	203.	3.21	1.44
SES 1	107.	4.45	1.74	107.	3.03	1.41	107.	4.47	1.58	107.	3.21	1.50
SES 2	96.	4.67	1.77	96.	3.01	1.64	96.	5.08	1.39	96.	3.21	1.38
GIRLS	101.	4.31	1.61	101.	2.91	1.51	101.	4.48	1.56	101.	3.06	1.39
BOYS	102.	4.81	1.89	102.	3.12	1.54	102.	5.07	1.41	102.	3.35	1.49
GRADE 6, TOTAL	225.	4.82	1.49	225.	3.02	1.26	225.	5.08	1.37	225.	3.61	1.34
SES 1	121.	5.03	1.51	121.	3.05	1.35	121.	5.05	1.47	121.	3.66	1.54
SES 2	104.	4.61	1.47	104.	2.98	1.16	104.	5.12	1.26	104.	3.57	1.14
GIRLS	101.	4.71	1.52	101.	3.03	1.22	101.	4.90	1.40	101.	3.73	1.40
BOYS	124.	4.92	1.46	124.	3.00	1.30	124.	5.27	1.33	124.	3.50	1.28
GRADE 8, TOTAL	200.	4.60	1.24	200.	3.27	1.19	200.	4.88	1.20	200.	3.6[illegible]	0.89
SES 1	100.	5.13	1.23	100.	3.19	1.23	100.	5.06	1.29	100.	3.48	0.92
SES 2	100.	4.06	1.25	100.	3.35	1.14	100.	4.70	1.10	100.	3.78	0.86
GIRLS	103.	4.64	1.22	103.	3.44	1.19	103.	4.86	1.23	103.	3.68	0.86
BOYS	97.	4.55	1.25	97.	3.10	1.19	97.	4.90	1.17	97.	3.57	0.93
TOTAL SES 1	328.	4.87	1.49	328.	3.09	1.33	328.	4.86	1.45	328.	3.45	1.32
TOTAL SES 2	300.	4.45	1.50	300.	3.11	1.32	300.	4.97	1.25	300.	3.52	1.13
TOTAL GIRLS	305.	4.55	1.45	305.	3.13	1.31	305.	4.75	1.40	305.	3.49	1.22
TOTAL BOYS	323.	4.76	1.54	323.	3.08	1.34	323.	5.08	1.30	323.	3.47	1.23
SIGNIFICANT EFFECTS								SEX			GRADE	

GROUP REPORTED	CHILDREN SCOLD PARENTS 518,542,550,560			TEACHERS SCOLD CHILDREN 516,528			CHILDREN SCOLD TEACHERS 544,558			POLICEMEN SCOLD CHILDREN 520,538		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	203.	2.27	1.60	203.	4.89	1.69	203.	2.29	1.68	203.	4.85	1.65
SES 1	107.	2.41	1.68	107.	4.72	1.60	107.	2.42	1.67	107.	4.69	1.62
SES 2	96.	2.13	1.52	96.	5.05	1.78	96.	2.15	1.69	96.	5.01	1.69
GIRLS	101.	2.33	1.61	101.	4.81	1.56	101.	2.25	1.64	101.	4.62	1.57
BOYS	102.	2.22	1.59	102.	4.96	1.82	102.	2.32	1.72	102.	5.07	1.73
GRADE 6, TOTAL	225.	2.09	1.37	225.	5.17	1.44	225.	2.58	1.85	225.	4.91	1.46
SES 1	121.	2.04	1.40	121.	5.17	1.46	121.	2.44	1.85	121.	5.06	1.52
SES 2	104.	2.13	1.33	104.	5.17	1.43	104.	2.72	1.85	104.	4.75	1.41
GIRLS	101.	2.14	1.32	101.	4.88	1.45	101.	2.72	1.96	101.	4.71	1.41
BOYS	124.	2.04	1.42	124.	5.47	1.44	124.	2.44	1.74	124.	5.10	1.52
GRADE 8, TOTAL	200.	2.34	1.29	200.	4.84	1.31	200.	2.77	1.60	200.	4.54	1.36
SES 1	100.	1.90	1.19	100.	5.04	1.36	100.	2.16	1.41	100.	4.50	1.42
SES 2	100.	2.79	1.40	100.	4.65	1.25	100.	3.38	1.79	100.	4.57	1.30
GIRLS	103.	2.42	1.33	103.	4.77	1.32	103.	3.03	1.72	103.	4.48	1.48
BOYS	97.	2.26	1.25	97.	4.92	1.29	97.	2.50	1.49	97.	4.60	1.25
TOTAL SES 1	328.	2.12	1.42	328.	4.98	1.47	328.	2.34	1.64	328.	4.75	1.52
TOTAL SES 2	300.	2.35	1.42	300.	4.96	1.49	300.	2.75	1.78	300.	4.78	1.47
TOTAL GIRLS	305.	2.30	1.42	305.	4.82	1.44	305.	2.67	1.77	305.	4.60	1.49
TOTAL BOYS	323.	2.17	1.42	323.	5.12	1.52	323.	2.42	1.65	323.	4.93	1.50
SIGNIFICANT EFFECTS											SEX	

GROUP REPORTED	CHILDREN SCOLD POLICEMEN 552,564		
	N	MEAN	S.D.
GRADE 4, TOTAL	203.	2.49	1.82
SES 1	107.	2.39	1.72
SES 2	96.	2.60	1.91
GIRLS	101.	2.44	1.70
BOYS	102.	2.54	1.93
GRADE 6, TOTAL	225.	2.55	1.67
SES 1	121.	2.35	1.66
SES 2	104.	2.74	1.69
GIRLS	101.	2.56	1.59
BOYS	124.	2.54	1.76
GRADE 8, TOTAL	200.	2.88	1.57
SES 1	100.	2.62	1.43
SES 2	100.	3.14	1.71
GIRLS	103.	3.14	1.76
BOYS	97.	2.62	1.37
TOTAL SES 1	328.	2.45	1.60
TOTAL SES 2	300.	2.83	1.77
TOTAL GIRLS	305.	2.71	1.68
TOTAL BOYS	323.	2.57	1.69
SIGNIFICANT EFFECTS		SES	

GREECE

TABLE: PROBLEM ELEVEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY SEX SCORES. ANOVA PROBLEM 11, VARIABLES 1-4. AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

	MALE ATTACKING MALE 511,519,531,535, 539,541,563			MALE ATTACKING FEMALE 517,523,529,533,537,561			FEMALE ATTACKING MALE 513,545,549,551,553,555			FEMALE ATTACKING FEMALE 521,525,547,559,565		
GROUP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	203.	3.69	1.01	203.	3.59	1.16	203.	4.22	1.18	203.	3.96	1.24
SES 1	107.	3.57	1.11	107.	3.47	1.23	107.	4.05	1.23	107.	3.81	1.35
SES 2	96.	3.82	0.91	96.	3.71	1.09	96.	4.39	1.14	96.	4.11	1.13
GIRLS	101.	3.68	0.95	101.	3.77	1.09	101.	4.12	1.07	101.	3.90	1.13
BOYS	102.	3.71	1.07	102.	3.41	1.23	102.	4.33	1.30	102.	4.02	1.36
GRADE 6, TOTAL	225.	3.76	0.90	225.	3.54	1.02	225.	4.18	0.96	225.	3.88	0.95
SES 1	121.	3.66	0.92	121.	3.32	0.97	121.	4.12	0.88	121.	3.75	0.98
SES 2	104.	3.87	0.89	104.	3.77	1.07	104.	4.24	1.03	104.	4.01	0.92
GIRLS	101.	3.79	0.86	101.	3.76	0.98	101.	3.74	1.03	101.	3.81	1.01
BOYS	124.	3.74	0.95	124.	3.33	1.06	124.	4.62	0.88	124.	3.95	0.89
GRADE 8, TOTAL	200.	3.81	0.74	200.	3.69	0.88	200.	3.92	0.95	200.	3.84	0.84
SES 1	100.	3.57	0.76	100.	3.18	0.90	100.	3.84	0.91	100.	3.57	0.86
SES 2	100.	4.05	0.73	100.	4.20	0.87	100.	4.01	0.98	100.	4.12	0.82
GIRLS	103.	3.86	0.68	103.	3.79	0.80	103.	3.80	0.92	103.	3.95	0.74
BOYS	97.	3.75	0.80	97.	3.59	0.96	97.	4.05	0.97	97.	3.73	0.95
TOTAL SES 1	328.	3.60	0.93	328.	3.32	1.03	328.	4.00	1.01	328.	3.71	1.07
TOTAL SES 2	300.	3.91	0.84	300.	3.89	1.01	300.	4.22	1.05	300.	4.08	0.96
TOTAL GIRLS	305.	3.74	0.83	305.	3.77	0.96	305.	3.89	1.01	305.	3.89	0.96
TOTAL BOYS	323.	3.73	0.94	323.	3.44	1.08	323.	4.33	1.05	323.	3.90	1.07
SIGNIFICANT EFFECTS		SES									SES	

TABLE: PROBLEM FIFTEEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY SEX SCORES. ANOVA PROBLEM 15, VARIABLES 1-4. VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

	MALE ATTACKING MALE 512,520,532,536, 540,542,564			MALE ATTACKING FEMALE 518,523,529,534,538,562			FEMALE ATTACKING MALE 514,546,550,552,554,556			FEMALE ATTACKING FEMALE 522,526,548,560,566		
GROUP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	203.	3.69	1.05	203.	3.84	1.09	203.	3.29	1.16	203.	3.55	1.21
SES 1	107.	3.63	1.10	107.	3.76	1.15	107.	3.25	1.15	107.	3.47	1.22
SES 2	96.	3.75	1.01	96.	3.92	1.03	96.	3.33	1.18	96.	3.63	1.19
GIRLS	101.	3.51	0.98	101.	3.49	0.94	101.	3.36	1.13	101.	3.44	1.13
BOYS	102.	3.87	1.13	102.	4.18	1.24	102.	3.21	1.20	102.	3.67	1.28
GRADE 6, TOTAL	225.	3.74	1.00	225.	3.95	1.07	225.	3.53	0.96	225.	3.76	1.11
SES 1	121.	3.76	0.97	121.	4.08	1.11	121.	3.51	0.99	121.	3.73	1.20
SES 2	104.	3.71	1.03	104.	3.81	1.04	104.	3.55	0.93	104.	3.78	1.02
GIRLS	101.	3.70	0.98	101.	3.61	1.05	101.	3.86	1.03	101.	3.65	1.11
BOYS	124.	3.77	1.02	124.	4.28	1.10	124.	3.19	0.89	124.	3.87	1.11
GRADE 8, TOTAL	200.	3.74	0.78	200.	3.75	0.94	200.	3.73	0.92	200.	3.81	0.84
SES 1	100.	3.70	0.75	100.	3.97	0.98	100.	3.61	0.89	100.	3.66	0.82
SES 2	100.	3.79	0.81	100.	3.52	0.89	100.	3.85	0.95	100.	3.97	0.86
GIRLS	103.	3.75	0.75	103.	3.84	0.90	103.	3.86	0.85	103.	3.87	0.77
BOYS	97.	3.74	0.81	97.	3.65	0.97	97.	3.60	0.98	97.	3.76	0.91
TOTAL SES 1	328.	3.67	0.94	328.	3.94	1.08	328.	3.45	1.01	328.	3.62	1.08
TOTAL SES 2	300.	3.75	0.95	300.	3.75	0.99	300.	3.58	1.02	300.	3.79	1.02
TOTAL GIRLS	305.	3.65	0.91	305.	3.65	0.97	305.	3.70	1.01	305.	3.65	1.00
TOTAL BOYS	323.	3.79	0.98	323.	4.04	1.10	323.	3.33	1.02	323.	3.77	1.10
SIGNIFICANT EFFECTS								GRADE SEX				

MEAN PEER AGGRESSION RATINGS FOR SEX INDICES

Figure P 11 - SEX

GREECE

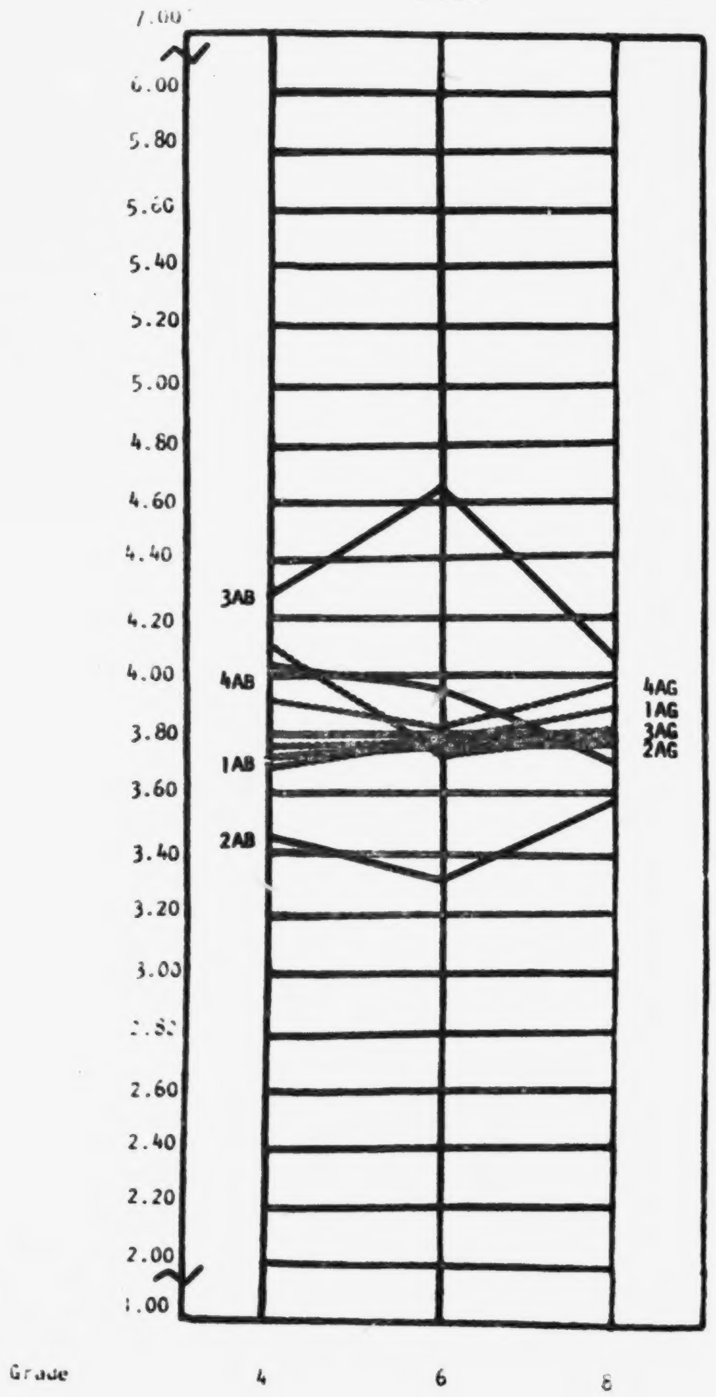
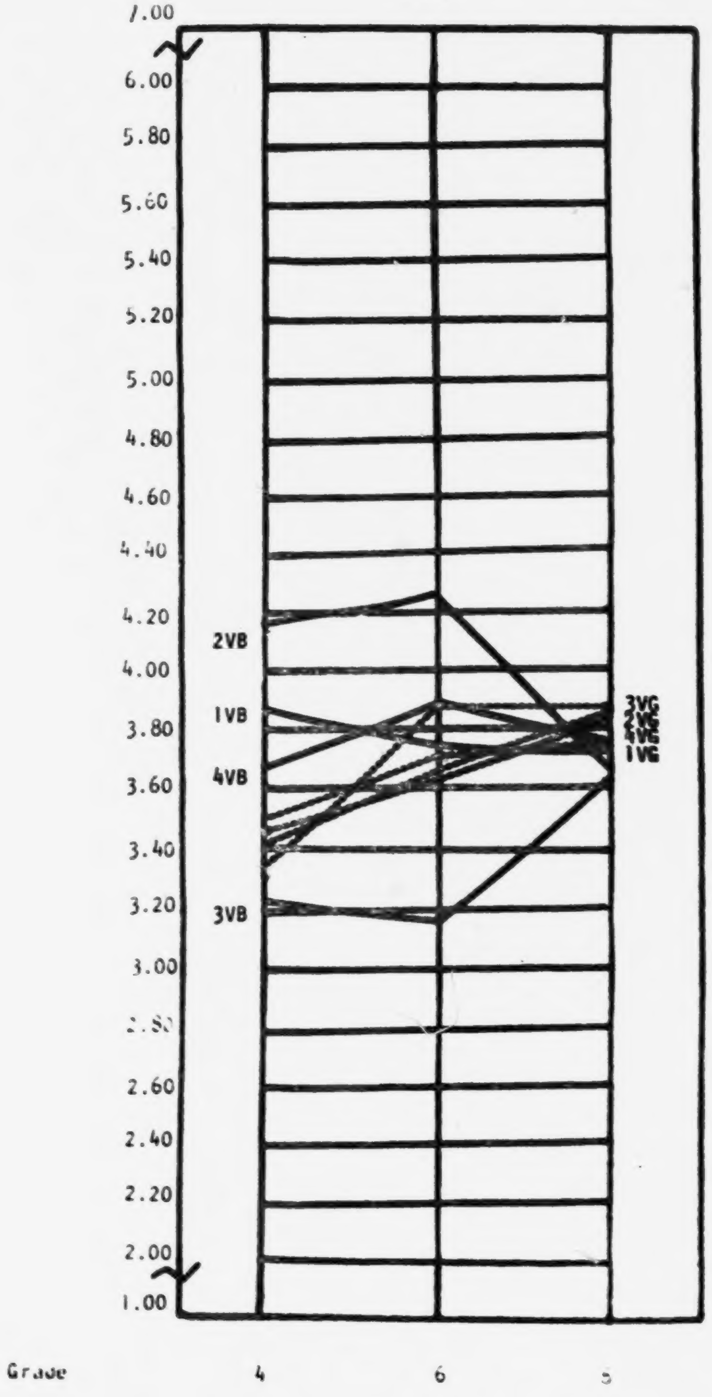


Figure P 15 - SEX

GREECE



1 = MALES ATTACK MALES
2 = MALES ATTACK FEMALES
3 = FEMALES ATTACK MALES
4 = FEMALES ATTACK FEMALES
A = AGGRESSORS' RATINGS
V = VICTIMS' RATINGS
B = BOYS' RATINGS
G = GIRLS' RATINGS

GREECE

TABLE: PROBLEM NINE

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 9. AGGRESSOR RATING.

ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	FATHER HITTING SON 539			FATHER HITTING DAUGHTER 529			MOTHER HITTING SON 553			MOTHER HITTING DAUGHTER 521		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	203.	2.91	2.24	203.	2.86	2.16	203.	2.89	2.26	203.	2.64	2.11
SES 1	107.	2.77	2.11	107.	2.70	2.03	107.	3.04	2.21	107.	2.66	2.12
SES 2	96.	3.06	2.38	96.	3.01	2.30	96.	2.74	2.31	96.	2.62	2.09
GIRLS	101.	2.94	2.16	101.	3.04	2.18	101.	2.92	2.23	101.	2.57	1.97
BOYS	102.	2.89	2.32	102.	2.68	2.14	102.	2.86	2.28	102.	2.72	2.24
GRADE 6, TOTAL	225.	3.17	2.09	225.	2.88	1.94	225.	2.80	1.99	225.	2.42	1.80
SES 1	121.	2.61	1.89	121.	2.33	1.66	121.	2.30	1.73	121.	2.19	1.68
SES 2	104.	3.74	2.29	104.	3.43	2.23	104.	3.29	2.24	104.	2.66	1.92
GIRLS	101.	3.04	2.14	101.	2.86	1.96	101.	2.56	1.98	101.	2.51	1.90
BOYS	124.	3.31	2.03	124.	2.89	1.93	124.	3.03	1.99	124.	2.34	1.70
GRADE 8, TOTAL	200.	3.31	1.72	200.	3.30	1.64	200.	2.96	1.76	200.	2.63	1.53
SES 1	100.	1.97	1.42	100.	1.95	1.31	100.	2.08	1.49	100.	1.69	1.22
SES 2	100.	4.65	2.02	100.	4.65	1.97	100.	3.84	2.04	100.	3.57	1.83
GIRLS	103.	3.36	1.65	103.	3.36	1.55	103.	2.96	1.68	103.	2.69	1.53
BOYS	97.	3.26	1.79	97.	3.24	1.73	97.	2.97	1.85	97.	2.57	1.52
TOTAL SES 1	328.	2.45	1.80	328.	2.33	1.67	328.	2.48	1.81	328.	2.18	1.67
TOTAL SES 2	300.	3.82	2.23	300.	3.69	2.17	300.	3.29	2.20	300.	2.95	1.95
TOTAL GIRLS	305.	3.11	1.99	305.	3.09	1.90	305.	2.81	1.97	305.	2.59	1.80
TOTAL BOYS	323.	3.15	2.05	323.	2.94	1.93	323.	2.95	2.04	323.	2.54	1.82
SIGNIFICANT EFFECTS		SES			SES							

GROUP REPORTED	BOY HITTING BOY 535			BOY HITTING GIRL 561			GIRL HITTING BOY 513			GIRL HITTING GIRL 547		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	203.	4.16	2.23	203.	4.45	2.25	203.	4.79	2.15	203.	4.90	2.21
SES 1	107.	3.38	2.07	107.	4.39	2.14	107.	4.29	2.05	107.	4.47	2.27
SES 2	96.	4.93	2.40	96.	4.52	2.36	96.	5.28	2.26	96.	5.33	2.16
GIRLS	101.	4.10	2.14	101.	4.82	2.19	101.	4.58	2.17	101.	4.90	2.16
BOYS	102.	4.21	2.33	102.	4.09	2.31	102.	5.00	2.14	102.	4.90	2.27
GRADE 6, TOTAL	225.	4.57	2.08	225.	4.33	2.14	225.	4.92	1.77	225.	5.02	1.95
SES 1	121.	4.39	2.09	121.	4.02	2.20	121.	4.84	1.86	121.	4.84	1.93
SES 2	104.	4.75	2.07	104.	4.63	2.08	104.	5.00	1.68	104.	5.20	1.98
GIRLS	101.	4.19	2.19	101.	5.07	1.85	101.	3.92	2.11	101.	4.83	2.04
BOYS	124.	4.95	1.97	124.	3.58	2.44	124.	5.91	1.43	124.	5.21	1.87
GRADE 8, TOTAL	200.	4.84	1.62	200.	4.74	1.84	200.	4.16	2.13	200.	5.01	1.64
SES 1	100.	4.49	1.85	100.	4.05	1.98	100.	4.44	2.17	100.	4.47	1.75
SES 2	100.	5.19	1.40	100.	5.43	1.70	100.	3.89	2.09	100.	5.56	1.53
GIRLS	103.	4.98	1.60	103.	4.85	1.71	103.	3.69	2.02	103.	5.09	1.52
BOYS	97.	4.70	1.65	97.	4.64	1.96	97.	4.64	2.23	97.	4.93	1.76
TOTAL SES 1	329.	4.09	2.00	328.	4.15	2.11	328.	4.52	2.03	328.	4.59	1.98
TOTAL SES 2	300.	4.96	1.95	300.	4.86	2.05	300.	4.72	2.01	300.	5.37	1.89
TOTAL GIRLS	305.	4.43	1.96	305.	4.91	1.92	305.	4.06	2.10	305.	4.94	1.91
TOTAL BOYS	323.	4.62	1.98	323.	4.10	2.24	323.	5.18	1.94	323.	5.02	1.96
SIGNIFICANT EFFECTS	GRADE	SES						SEX			SES	

GREECE

TABLE: PROBLEM NINE
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 9. AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	FATHER SCOLDING SON 511			FATHER SCOLDING DAUGHTER 533			MOTHER SCOLDING SON 545			MOTHER SCOLDING DAUGHTER 525		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	203.	2.09	1.84	203.	2.39	2.07	203.	2.51	2.27	203.	2.31	1.99
SES 1	107.	2.47	1.98	107.	2.40	1.96	107.	2.73	2.26	107.	2.62	2.10
SES 2	96.	1.72	1.71	96.	2.37	2.19	96.	2.28	2.27	96.	2.01	1.89
GIRLS	101.	2.17	1.85	101.	2.60	2.21	101.	2.47	2.21	101.	2.38	2.08
BOYS	102.	2.02	1.83	102.	2.18	1.93	102.	2.54	2.32	102.	2.24	1.91
GRADE 6, TOTAL	225.	1.89	1.47	225.	2.06	1.61	225.	2.02	1.63	225.	1.84	1.45
SES 1	121.	2.08	1.59	121.	2.17	1.64	121.	2.06	1.54	121.	1.95	1.49
SES 2	104.	1.70	1.35	104.	1.96	1.58	104.	1.98	1.72	104.	1.74	1.40
GIRLS	101.	2.08	1.60	101.	2.15	1.67	101.	2.13	1.67	101.	2.07	1.62
BOYS	124.	1.70	1.34	124.	1.98	1.54	124.	1.91	1.59	124.	1.62	1.27
GRADE 8, TOTAL	200.	1.77	1.15	200.	2.09	1.30	200.	1.92	1.22	200.	1.95	1.37
SES 1	100.	1.53	1.10	100.	1.79	1.23	100.	1.54	0.90	100.	1.85	1.38
SES 2	100.	2.02	1.19	100.	2.38	1.36	100.	2.30	1.54	100.	2.05	1.37
GIRLS	103.	1.86	1.17	103.	2.14	1.21	103.	2.01	1.37	103.	2.10	1.38
BOYS	97.	1.69	1.12	97.	2.03	1.39	97.	1.82	1.08	97.	1.80	1.37
TOTAL SES 1	328.	2.03	1.55	328.	2.12	1.61	328.	2.11	1.57	328.	2.14	1.66
TOTAL SES 2	300.	1.81	1.42	300.	2.24	1.71	300.	2.19	1.85	300.	1.93	1.55
TOTAL GIRLS	305.	2.04	1.54	305.	2.30	1.70	305.	2.21	1.75	305.	2.18	1.69
TOTAL BOYS	323.	1.80	1.43	323.	2.06	1.62	323.	2.09	1.66	323.	1.89	1.51
SIGNIFICANT EFFECTS								GRADE				

GROUP REPORTED	BOY SCOLDING BOY 531			BOY SCOLDING GIRL 523			GIRL SCOLDING BOY 555			GIRL SCOLDING GIRL 565		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	203.	3.65	2.26	203.	3.72	2.36	203.	4.35	2.34	203.	4.39	2.23
SES 1	107.	3.55	2.16	107.	3.66	2.23	107.	3.93	2.28	107.	4.15	2.17
SES 2	96.	3.76	2.36	96.	3.77	2.49	96.	4.77	2.41	96.	4.64	2.29
GIRLS	101.	3.90	2.23	101.	4.00	2.32	101.	4.04	2.42	101.	4.2[illegible]	2.22
BOYS	102.	3.41	2.28	102.	3.43	2.40	102.	4.67	2.26	102.	4.57	2.23
GRADE 6, TOTAL	225.	3.72	2.02	225.	3.67	1.98	225.	4.03	2.02	225.	4.44	1.94
SES 1	121.	3.43	2.08	121.	3.44	1.94	121.	4.20	2.11	121.	4.15	2.05
SES 2	104.	4.01	1.97	104.	3.89	2.01	104.	3.87	1.93	104.	4.74	1.83
GIRLS	101.	3.72	2.00	101.	4.17	1.92	101.	2.93	1.95	101.	4.30	1.85
BOYS	124.	3.71	2.05	124.	3.17	2.04	124.	5.13	2.09	124.	4.58	2.03
GRADE 8, TOTAL	200.	3.54	1.61	200.	3.51	1.74	200.	3.76	1.72	200.	4.09	1.56
SES 1	100.	3.48	1.61	100.	2.84	1.65	100.	3.94	1.72	100.	4.11	1.58
SES 2	100.	3.60	1.62	100.	4.18	1.82	100.	3.57	1.72	100.	4.07	1.54
GIRLS	103.	3.61	1.64	103.	3.45	1.56	103.	3.79	1.86	103.	4.43	1.61
BOYS	97.	3.47	1.59	97.	3.57	1.92	97.	3.72	1.58	97.	3.75	1.51
TOTAL SES 1	328.	3.48	1.95	328.	3.32	1.94	328.	4.02	2.03	328.	4.14	1.93
TOTAL SES 2	300.	3.79	1.98	300.	3.94	2.11	300.	4.07	2.02	300.	4.48	1.89
TOTAL GIRLS	305.	3.74	1.96	305.	3.87	1.93	305.	3.59	2.08	305.	4.32	1.90
TOTAL BOYS	323.	3.53	1.97	323.	3.39	2.12	323.	4.51	1.98	323.	4.30	1.92
SIGNIFICANT EFFECTS												

TABLE: PROBLEM NINE
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 9. AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

	BOY SCOLDING FATHER 541			BOY SCOLDING MOTHER 517			GIRL SCOLDING FATHER 549			GIRL SCOLDING MOTHER 559		
GROUP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	203.	5.47	2.12	203.	5.64	2.14	203.	5.38	2.13	203.	5.55	2.01
SES 1	107.	5.24	2.05	107.	5.19	2.34	107.	5.09	2.12	107.	5.16	2.08
SES 2	96.	5.69	2.19	96.	6.09	1.94	96.	5.67	2.14	96.	5.95	1.94
GIRLS	101.	5.24	2.12	101.	5.57	2.10	101.	5.36	2.13	101.	5.45	2.07
BOYS	102.	5.70	2.12	102.	5.71	2.19	102.	5.40	2.14	102.	5.66	1.95
GRADE 6, TOTAL	225.	5.71	1.92	225.	6.10	1.64	225.	5.80	1.72	225.	5.66	1.79
SES 1	121.	5.76	1.80	121.	5.85	1.77	121.	5.80	1.69	121.	5.60	1.69
SES 2	104.	5.65	2.05	104.	6.35	1.51	104.	5.80	1.75	104.	5.71	1.89
GIRLS	101.	5.71	1.86	101.	6.04	1.53	101.	5.64	1.83	101.	5.31	1.87
BOYS	124.	5.70	1.99	124.	6.16	1.75	124.	5.97	1.62	124.	6.00	1.72
GRADE 8, TOTAL	200.	5.77	1.85	200.	5.99	1.73	200.	5.64	1.82	200.	5.53	1.71
SES 1	100.	6.03	1.79	100.	5.85	1.92	100.	5.96	1.85	100.	5.71	1.73
SES 2	100.	5.52	1.92	100.	6.12	1.55	100.	5.43	1.80	100.	5.34	1.69
GIRLS	103.	5.74	1.76	103.	6.10	1.64	103.	5.47	1.85	103.	5.45	1.62
BOYS	97.	5.81	1.95	97.	5.88	1.82	97.	5.82	1.79	97.	5.61	1.80
TOTAL SES 1	328.	5.68	1.88	328.	5.63	2.01	328.	5.59	1.89	328.	5.49	1.83
TOTAL SES 2	300.	5.62	2.05	300.	6.19	1.67	300.	5.63	1.90	300.	5.67	1.84
TOTAL GIRLS	305.	5.57	1.91	305.	5.90	1.76	305.	5.49	1.93	305.	5.40	1.85
TOTAL BOYS	323.	5.73	2.02	323.	5.92	1.92	323.	5.73	1.85	323.	5.76	1.82
SIGNIFICANT EFFECTS					SES						SEX	

	TEACHER SCOLDING BOY 515			TEACHER SCOLDING GIRL 527			BOY SCOLDING TEACHER 557			GIRL SCOLDING TEACHER 543		
GROUP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	203.	2.31	2.00	203.	2.18	1.93	203.	5.41	2.15	203.	5.66	2.02
SES 1	107.	2.23	1.79	107.	2.36	1.88	107.	5.25	2.04	107.	5.36	2.06
SES 2	96.	2.39	2.72	96.	2.01	1.97	96.	5.57	2.26	96.	5.96	1.98
GIRLS	101.	2.21	1.86	101.	2.25	1.93	101.	5.55	2.07	101.	5.68	1.95
BOYS	102.	2.41	2.15	102.	2.12	1.92	102.	5.26	2.24	102.	5.65	2.10
GRADE 6, TOTAL	225.	1.94	1.70	225.	1.96	1.56	225.	5.38	2.03	225.	5.61	1.97
SES 1	121.	2.05	1.74	121.	1.85	1.33	121.	5.46	1.93	121.	5.64	1.83
SES 2	104.	1.82	1.66	104.	2.07	1.80	104.	5.30	2.13	104.	5.58	2.11
GIRLS	101.	1.86	1.69	101.	2.12	1.66	101.	5.44	1.97	101.	5.24	2.15
BOYS	124.	2.02	1.71	124.	1.80	1.47	124.	5.33	2.09	124.	5.98	1.79
GRADE 8, TOTAL	200.	2.18	1.63	200.	2.27	1.41	200.	5.16	1.94	200.	5.31	1.96
SES 1	100.	1.88	1.56	100.	1.91	1.24	100.	5.33	1.94	100.	5.80	1.74
SES 2	100.	2.49	1.69	100.	2.63	1.58	100.	4.99	1.93	100.	4.83	2.14
GIRLS	103.	2.35	1.68	103.	2.41	1.45	103.	4.90	1.97	103.	5.00	2.01
BOYS	97.	2.02	1.58	97.	2.12	1.37	97.	5.42	1.90	97.	5.63	1.87
TOTAL SES 1	328.	2.05	1.70	328.	2.04	1.49	328.	5.35	1.97	328.	5.60	1.88
TOTAL SES 2	300.	2.23	1.96	300.	2.24	1.78	300.	5.29	2.11	300.	5.46	2.08
TOTAL GIRLS	305.	2.14	1.74	305.	2.26	1.68	305.	5.30	2.01	305.	5.31	2.04
TOTAL BOYS	323.	2.15	1.81	323.	2.02	1.59	323.	5.34	2.07	323.	5.75	1.92
SIGNIFICANT EFFECTS											SEX	

GREECE

TABLE: PROBLEM NINE

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 9. AGGRESSOR RATING.

ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	POLICEMAN SCOLDING BOY 519			POLICEMAN SCOLDING GIRL 537			BOY SCOLDING POLICEMAN 563			GIRL SCOLDING POLICEMAN 551		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	203.	2.37	2.07	203.	2.47	2.11	203.	5.17	2.21	203.	5.40	2.09
SES 1	107.	2.37	1.93	107.	2.46	2.03	107.	5.16	2.00	107.	5.22	1.94
SES 2	96.	2.37	2.20	96.	2.48	2.20	96.	5.19	2.42	96.	5.59	2.24
GIRLS	101.	2.15	1.84	101.	2.58	2.17	101.	5.25	2.11	101.	5.33	2.07
BOYS	102.	2.59	2.29	102.	2.36	2.06	102.	5.10	2.31	102.	5.48	2.11
GRADE 6, TOTAL	225.	2.11	1.64	225.	2.24	1.77	225.	5.17	2.01	225.	5.54	1.86
SES 1	121.	2.10	1.60	121.	2.13	1.77	121.	5.23	1.99	121.	5.56	1.79
SES 2	104.	2.13	1.68	104.	2.36	1.77	104.	5.12	2.03	104.	5.52	1.93
GIRLS	101.	2.29	1.76	101.	2.26	1.74	101.	5.50	1.82	101.	5.29	1.94
BOYS	124.	1.93	1.52	124.	2.23	1.81	124.	4.85	2.20	124.	5.79	1.78
GRADE 9, TOTAL	200.	2.34	1.64	200.	2.54	1.65	200.	5.07	1.78	200.	5.10	1.84
SES 1	100.	2.39	1.79	100.	2.60	1.52	100.	5.08	1.89	100.	5.14	1.73
SES 2	100.	2.28	1.50	100.	2.48	1.78	100.	5.06	1.67	100.	5.06	1.95
GIRLS	103.	2.59	1.81	103.	2.84	1.78	103.	4.88	1.69	103.	4.88	1.91
BOYS	97.	2.08	1.47	97.	2.24	1.52	97.	5.26	1.87	97.	5.31	1.77
TOTAL SES 1	329.	2.29	1.77	328.	2.40	1.77	328.	5.16	1.96	328.	5.31	1.82
TOTAL SES 2	300.	2.26	1.79	300.	2.44	1.92	300.	5.12	2.04	300.	5.39	2.04
TOTAL GIRLS	305.	2.35	1.81	305.	2.56	1.90	305.	5.21	1.87	305.	5.17	1.98
TOTAL BOYS	323.	2.20	1.76	323.	2.28	1.79	323.	5.07	2.13	323.	5.53	1.89

SIGNIFICANT EFFECTS

GREECE

TABLE: PROBLEM THIRTEEN
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAN INDICES.

ANOVA PROBLEM 13, VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	FATHER HITTING SON 540			FATHER HITTING DAUGHTER 530			MOTHER HITTING SON 554			MOTHER HITTING DAUGHTER 522		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	203.	4.52	2.17	203.	4.67	2.00	203.	4.55	2.28	203.	4.57	2.12
SES 1	107.	4.47	2.12	107.	4.55	1.99	107.	4.33	2.22	107.	4.53	2.05
SES 2	96.	4.58	2.22	96.	4.78	2.01	96.	4.77	2.35	96.	4.61	2.19
GIRLS	101.	4.22	1.98	101.	4.28	1.93	101.	4.39	2.17	101.	4.42	1.99
BOYS	102.	4.83	2.36	102.	5.05	2.07	102.	4.71	2.40	102.	4.72	2.26
GRADE 6, TOTAL	225.	4.61	2.02	225.	4.79	1.92	225.	4.92	1.95	225.	5.04	1.85
SES 1	121.	4.88	1.91	121.	4.99	1.83	121.	5.18	1.91	121.	5.15	1.78
SES 2	104.	4.35	2.14	104.	4.59	2.00	104.	4.65	1.99	104.	4.93	1.92
GIRLS	101.	4.63	2.01	101.	4.58	1.89	101.	5.06	1.88	101.	4.68	1.92
BOYS	124.	4.60	2.03	124.	5.00	1.95	124.	4.78	2.02	124.	5.40	1.78
GRADE 8, TOTAL	200.	4.62	1.66	200.	4.44	1.70	200.	4.63	1.69	200.	4.79	1.59
SES 1	100.	5.16	1.67	100.	5.10	1.68	100.	5.13	1.49	100.	5.22	1.56
SES 2	100.	4.08	1.65	100.	3.77	1.72	100.	4.14	1.90	100.	4.36	1.63
GIRLS	103.	4.54	1.69	103.	4.58	1.66	103.	4.66	1.63	103.	4.86	1.50
BOYS	97.	4.69	1.63	97.	4.29	1.74	97.	4.60	1.76	97.	4.72	1.69
TOTAL SES 1	328.	4.84	1.90	328.	4.88	1.83	328.	4.88	1.87	328.	4.96	1.80
TOTAL SES 2	300.	4.33	2.00	300.	4.38	1.91	300.	4.52	2.08	300.	4.63	1.91
TOTAL GIRLS	305.	4.46	1.89	305.	4.48	1.82	305.	4.70	1.89	305.	4.65	1.80
TOTAL BOYS	323.	4.71	2.01	323.	4.78	1.92	323.	4.70	2.06	323.	4.95	1.91
SIGNIFICANT EFFECTS		SES										

GROUP REPORTED	BOY HITTING BOY 536			BOY HITTING GIRL 562			GIRL HITTING BOY 514			GIRL HITTING GIRL 548		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	203.	3.24	2.24	203.	3.32	2.19	203.	2.61	2.08	203.	2.99	2.19
SES 1	107.	3.44	2.17	107.	3.07	2.12	107.	2.75	1.93	107.	2.95	2.06
SES 2	96.	3.04	2.31	96.	3.57	2.27	96.	2.47	2.22	96.	3.04	2.33
GIRLS	101.	3.25	2.10	101.	2.78	1.95	101.	2.86	2.19	101.	2.87	2.15
BOYS	102.	3.23	2.37	102.	3.86	2.43	102.	2.36	1.96	102.	3.12	2.24
GRADE 6, TOTAL	225.	3.13	1.82	225.	3.49	2.09	225.	2.63	1.71	225.	2.89	1.96
SES 1	121.	3.17	1.83	121.	3.74	2.12	121.	2.67	1.79	121.	2.72	1.97
SES 2	104.	3.09	1.81	104.	3.25	2.06	104.	2.59	1.62	104.	3.07	1.96
GIRLS	101.	3.31	1.78	101.	2.73	1.75	101.	3.32	2.06	101.	2.82	1.95
BOYS	124.	2.95	1.86	124.	4.25	2.43	124.	1.94	1.35	124.	2.97	1.98
GRADE 8, TOTAL	200.	3.16	1.60	200.	3.25	1.72	200.	3.33	1.94	200.	3.44	1.76
SES 1	100.	3.17	1.65	100.	3.48	1.72	100.	3.04	1.95	100.	3.14	1.59
SES 2	100.	3.14	1.56	100.	3.01	1.72	100.	3.61	1.94	100.	3.74	1.93
GIRLS	103.	3.06	1.60	103.	3.33	1.81	103.	3.82	1.92	103.	3.64	1.92
BOYS	97.	3.26	1.60	97.	3.16	1.64	97.	2.83	1.96	97.	3.24	1.60
TOTAL SES 1	328.	3.26	1.88	328.	3.43	1.99	328.	2.82	1.89	328.	2.94	1.87
TOTAL SES 2	300.	3.09	1.89	300.	3.28	2.02	300.	2.89	1.93	300.	3.28	2.07
TOTAL GIRLS	305.	3.21	1.83	305.	2.95	1.84	305.	3.33	2.06	305.	3.11	2.00
TOTAL BOYS	323.	3.14	1.94	323.	3.76	2.17	323.	2.38	1.76	323.	3.11	1.94
SIGNIFICANT EFFECTS								GRADE	SEX			

TABLE: PROBLEM THIRTEEN
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 13. VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	FATHER SCOLDING SON 512			FATHER SCOLDING DAUGHTER 534			MOTHER SCOLDING SON 546			MOTHER SCOLDING DAUGHTER 526		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	203.	4.83	2.04	203.	4.78	1.99	203.	4.81	2.12	203.	4.77	1.90
SES 1	107.	4.51	2.10	107.	4.63	2.05	107.	4.46	2.19	107.	4.37	2.05
SES 2	96.	5.15	1.99	96.	4.93	1.94	96.	5.16	2.06	96.	5.17	1.76
GIRLS	101.	4.51	1.95	101.	4.34	1.99	101.	4.63	2.11	101.	4.54	1.91
BOYS	102.	5.16	2.13	102.	5.23	2.00	102.	4.99	2.14	102.	5.00	1.90
GRADE 6, TOTAL	225.	5.05	1.78	225.	5.05	1.74	225.	5.25	1.75	225.	5.08	1.79
SES 1	121.	4.87	1.93	121.	5.11	1.77	121.	5.20	1.73	121.	5.09	1.85
SES 2	104.	5.22	1.62	104.	4.98	1.70	104.	5.30	1.76	104.	5.07	1.74
GIRLS	101.	4.91	1.84	101.	4.68	1.77	101.	5.16	1.73	101.	4.93	1.79
BOYS	124.	5.19	1.71	124.	5.41	1.70	124.	5.33	1.76	124.	5.23	1.80
GRADE 9, TOTAL	200.	4.80	1.69	200.	4.75	1.71	200.	5.14	1.57	200.	4.92	1.52
SES 1	100.	5.03	1.66	100.	5.02	1.80	100.	5.34	1.52	100.	4.93	1.66
SES 2	100.	4.57	1.72	100.	4.48	1.62	100.	4.94	1.61	100.	4.92	1.38
GIRLS	103.	4.78	1.81	103.	4.83	1.58	103.	4.95	1.58	103.	4.98	1.60
BOYS	97.	4.82	1.57	97.	4.66	1.83	97.	5.33	1.55	97.	4.87	1.45
TOTAL SES 1	328.	4.81	1.90	320.	4.92	1.87	328.	5.00	1.82	328.	4.80	1.85
TOTAL SES 2	300.	4.98	1.78	300.	4.80	1.75	300.	5.13	1.81	300.	5.05	1.63
TOTAL GIRLS	305.	4.73	1.87	305.	4.62	1.78	305.	4.91	1.81	305.	4.82	1.76
TOTAL BOYS	323.	5.06	1.81	323.	5.10	1.84	323.	5.22	1.82	323.	5.03	1.72
SIGNIFICANT EFFECTS					SEX							

GROUP REPORTED	BOY SCOLDING BOY 532			BOY SCOLDING GIRL 524			GIRL SCOLDING BOY 556			GIRL SCOLDING GIRL 566		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	203.	3.36	2.09	203.	3.28	2.11	203.	3.08	2.16	203.	3.18	2.18
SES 1	107.	3.37	2.08	107.	3.17	2.01	107.	3.20	2.09	107.	3.17	2.15
SES 2	96.	3.35	2.11	96.	3.39	2.20	96.	2.97	2.23	96.	3.19	2.21
GIRLS	101.	3.03	1.98	101.	2.74	1.92	101.	3.49	2.20	101.	3.08	2.02
BOYS	102.	3.69	2.21	102.	3.82	2.29	102.	2.68	2.11	102.	3.28	2.33
GRADE 6, TOTAL	225.	3.68	1.97	225.	3.73	2.06	225.	3.63	2.02	225.	3.51	2.04
SES 1	121.	3.95	2.02	121.	3.84	1.96	121.	3.45	2.12	121.	3.49	2.15
SES 2	104.	3.41	1.92	104.	3.62	2.16	104.	3.81	1.93	104.	3.53	1.93
GIRLS	101.	3.74	1.89	101.	3.17	1.99	101.	4.71	2.05	101.	3.39	1.89
BOYS	124.	3.61	2.04	124.	4.29	2.13	124.	2.55	2.00	124.	3.64	2.19
GRADE 8, TOTAL	200.	3.59	1.60	200.	3.77	1.65	200.	3.79	1.75	200.	3.46	1.48
SES 1	100.	3.35	1.58	100.	4.07	1.55	100.	3.43	1.84	100.	3.15	1.50
SES 2	100.	3.82	1.62	100.	3.47	1.74	100.	4.14	1.66	100.	3.77	1.46
GIRLS	103.	3.45	1.64	103.	4.07	1.63	103.	3.91	1.77	103.	3.38	1.50
BOYS	97.	3.72	1.56	97.	3.48	1.66	97.	3.66	1.73	97.	3.54	1.46
TOTAL SES 1	328.	3.56	1.89	328.	3.69	1.84	328.	3.36	2.02	328.	3.27	1.93
TOTAL SES 2	300.	3.53	1.88	300.	3.49	2.03	300.	3.64	1.94	300.	3.50	1.87
TOTAL GIRLS	305.	3.41	1.84	305.	3.32	1.85	305.	4.04	2.01	305.	3.28	1.81
TOTAL BOYS	323.	3.67	1.94	323.	3.86	2.03	323.	2.96	1.94	323.	3.49	1.99
SIGNIFICANT EFFECTS								SEX				

GREECE

TABLE: PROBLEM THIRTEEN
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 13, VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	BOY SCOLDING FATHER 542			BOY SCOLDING MOTHER 518			GIRL SCOLDING FATHER 550			GIRL SCOLDING MOTHER 560		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	203.	2.38	2.14	203.	2.15	1.94	203.	2.35	2.02	203.	2.26	2.01
SES 1	107.	2.38	2.04	107.	2.57	2.09	107.	2.40	1.99	107.	2.36	2.03
SES 2	96.	2.39	2.24	96.	1.74	1.79	96.	2.30	2.06	96.	2.16	1.99
GIRLS	101.	2.44	2.12	101.	2.32	1.95	101.	2.33	1.97	101.	2.28	1.97
BOYS	102.	2.32	2.16	102.	1.99	1.93	102.	2.36	2.07	102.	2.24	2.05
GRADE 6, TOTAL	225.	2.17	1.82	225.	1.78	1.52	225.	2.20	1.77	225.	2.27	1.83
SES 1	121.	2.04	1.78	121.	1.86	1.55	121.	2.13	1.80	121.	2.20	1.82
SES 2	104.	2.31	1.87	104.	1.70	1.48	104.	2.28	1.74	104.	2.33	1.83
GIRLS	101.	2.18	1.78	101.	1.79	1.51	101.	2.22	1.67	101.	2.43	1.84
BOYS	124.	2.16	1.87	124.	1.76	1.52	124.	2.19	1.87	124.	2.10	1.81
GRADE 8, TOTAL	200.	2.53	1.92	200.	1.84	1.53	200.	2.61	1.86	200.	2.46	1.59
SES 1	100.	1.97	1.79	100.	1.72	1.55	100.	2.39	1.75	100.	1.87	1.25
SES 2	100.	3.08	2.06	100.	1.96	1.51	100.	3.14	1.97	100.	3.05	1.93
GIRLS	103.	2.73	2.00	103.	1.88	1.45	103.	2.67	1.86	103.	2.50	1.62
BOYS	97.	2.33	1.85	97.	1.80	1.60	97.	2.56	1.86	97.	2.41	1.56
TOTAL SES 1	328.	2.13	1.87	328.	2.05	1.73	328.	2.21	1.85	328.	2.14	1.70
TOTAL SES 2	300.	2.59	2.06	300.	1.80	1.59	300.	2.57	1.92	300.	2.51	1.92
TOTAL GIRLS	305.	2.45	1.97	305.	2.00	1.64	305.	2.41	1.83	305.	2.40	1.81
TOTAL BOYS	323.	2.27	1.96	323.	1.85	1.68	323.	2.37	1.93	323.	2.25	1.81
SIGNIFICANT EFFECTS		SES										

GROUP REPORTED	TEACHER SCOLDING BOY 516			TEACHER SCOLDING GIRL 528			BOY SCOLDING TEACHER 558			GIRL SCOLDING TEACHER 544		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	203.	4.87	2.11	203.	4.90	1.92	203.	2.33	2.03	203.	2.25	1.98
SES 1	107.	4.79	1.96	107.	4.66	1.86	107.	2.41	2.02	107.	2.43	1.96
SES 2	96.	4.96	2.27	96.	5.15	1.98	96.	2.24	2.04	96.	2.07	2.00
GIRLS	101.	5.00	1.92	101.	4.63	1.84	101.	2.34	1.92	101.	2.17	1.89
BOYS	102.	4.75	2.31	102.	5.18	2.01	102.	2.31	2.13	102.	2.32	2.06
GRADE 6, TOTAL	225.	5.26	1.71	225.	5.09	1.75	225.	2.58	1.98	225.	2.59	2.07
SES 1	121.	5.25	1.71	121.	5.08	1.64	121.	2.42	1.94	121.	2.47	2.05
SES 2	104.	5.26	1.71	104.	5.09	1.86	104.	2.74	2.03	104.	2.70	2.09
GIRLS	101.	5.02	1.81	101.	4.73	1.81	101.	2.54	1.95	101.	2.91	2.20
BOYS	124.	5.50	1.61	124.	5.44	1.70	124.	2.62	2.01	124.	2.27	1.93
GRADE 8, TOTAL	200.	4.84	1.65	200.	4.85	1.48	200.	2.74	1.90	200.	2.79	1.91
SES 1	100.	5.14	1.72	100.	4.94	1.56	100.	2.18	1.58	100.	2.14	1.68
SES 2	100.	4.54	1.58	100.	4.75	1.40	100.	3.30	2.02	100.	3.45	2.14
GIRLS	103.	4.64	1.64	103.	4.89	1.54	103.	2.94	1.96	103.	3.12	1.96
BOYS	97.	5.04	1.66	97.	4.80	1.43	97.	2.54	1.64	97.	2.47	1.84
TOTAL SES 1	328.	5.06	1.80	328.	4.89	1.69	328.	2.34	1.84	328.	2.34	1.90
TOTAL SES 2	300.	4.97	1.85	300.	4.99	1.75	300.	2.76	2.03	300.	2.74	2.08
TOTAL GIRLS	305.	4.89	1.79	305.	4.75	1.73	305.	2.61	1.94	305.	2.73	2.03
TOTAL BOYS	323.	5.09	1.86	323.	5.14	1.71	323.	2.49	1.93	323.	2.35	1.94
SIGNIFICANT EFFECTS		GRADE										

GREECE

TABLE: PROBLEM THIRTEEN
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 13, VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	POLICEMAN SCOLDING BOY 520			POLICEMAN SCOLDING GIRL 538			BOY SCOLDING POLICEMAN 564			GIRL SCOLDING POLICEMAN 552		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	203.	4.86	2.06	203.	4.84	1.96	203.	2.65	2.09	203.	2.33	2.02
SES 1	107.	4.80	1.96	107.	4.58	1.89	107.	2.42	1.92	107.	2.36	1.97
SES 2	96.	4.93	2.15	96.	5.09	2.03	96.	2.89	2.27	96.	2.31	2.07
GIRLS	101.	4.73	1.90	101.	4.51	1.88	101.	2.38	1.83	101.	2.50	2.13
BOYS	102.	4.99	2.21	102.	5.16	2.04	102.	2.92	2.36	102.	2.17	1.91
GRADE 6, TOTAL	225.	4.97	1.82	225.	4.84	1.74	225.	2.56	1.80	225.	2.53	1.90
SES 1	121.	5.14	1.82	121.	4.98	1.68	121.	2.29	1.74	121.	2.41	1.86
SES 2	104.	4.80	1.82	104.	4.71	1.80	104.	2.82	1.87	104.	2.66	1.93
GIRLS	101.	4.76	1.86	101.	4.67	1.71	101.	2.42	1.55	101.	2.69	1.90
BOYS	124.	5.19	1.77	124.	5.01	1.78	124.	2.70	2.05	124.	2.37	1.89
GRADE 8, TOTAL	200.	4.65	1.65	200.	4.43	1.68	200.	2.87	1.73	200.	2.89	1.81
SES 1	100.	4.59	1.77	100.	4.42	1.72	100.	2.60	1.60	100.	2.64	1.65
SES 2	100.	4.70	1.54	100.	4.44	1.64	100.	3.13	1.87	100.	3.15	1.98
GIRLS	103.	4.61	1.73	103.	4.34	1.73	103.	3.11	1.82	103.	3.17	2.00
BOYS	97.	4.68	1.58	97.	4.52	1.64	97.	2.63	1.65	97.	2.61	1.63
TOTAL SES 1	328.	4.84	1.85	328.	4.66	1.76	328.	2.44	1.75	328.	2.47	1.82
TOTAL SES 2	300.	4.81	1.84	300.	4.75	1.82	300.	2.95	2.00	300.	2.71	1.99
TOTAL GIRLS	305.	4.70	1.83	305.	4.51	1.77	305.	2.64	1.73	305.	2.79	2.01
TOTAL BOYS	323.	4.95	1.86	323.	4.90	1.82	323.	2.75	2.02	323.	2.38	1.81
SIGNIFICANT EFFECTS					SEX			SES			GRADE	SEX

India

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Introduction

The traditional Indian culture looks upon sexual love, aggressiveness and greed ('Kaama,' 'Krodha' and 'Lobha') as the basic motivators in human society. This is why the four 'purushaarthas' emphasize that 'Artha' (economic activity) and 'Kaama' (sexual love) should be restrained by 'dharma,' a corpus of duties essential for the sound social organization. 'Dharma' is literally that which holds 'a thing together, makes it what it is, prevents it from breaking up and changing into something else, its characteristic function, its peculiar property, its fundamental attribute, its essential nature...' (Bhagawan Das I. Pp. 49-50). As Radhakrishnan explains, "under the concept of 'dharma,' the Hindu brings the forms and activities which shape and sustain human life... The principle of 'dharma' rouses us to a recognition of spiritual realities not by abstention from the world, but by bringing to its life, its business ('Artha') and its pleasure ('Kaama') the controlling power of spiritual life." (Radhakrishnan, 1948, Pp. 105-106).

The author of Bhagavad Gita also warns us that the triple gates to hell consist of lust, aggressiveness and greed ('Kaama,' 'Krodha' and 'Lobha') and enjoins on man to abandon them. (XVI. 21). The Gita also looks upon a Stitaprajna (a man of settled intelligence) as one who is free from lust, fear and aggressiveness. ('Vitaraagabhaya Krodhah' II.56). It explains that aggressiveness arises out of the frustration of desire ('Kaamaat Krodhobhi jayate') and aggressiveness leads to bewilderment ('Krodhah bhavati Sammohah'), loss of memory and discrimination and man finally perishes (II. 62-63).

Thus, from the most ancient times Indian tradition has looked upon uncontrolled lust, aggressiveness and greed as the agents for man's degradation and destruction.

What is the way in which training is given to the child to control his aggressiveness?

A reference may be made here to a "Subhashita" in Sanskrit* which is widely current among the well-educated groups. The verse may be rendered freely into English language as follows:

(One) should fondle (the child the first) five years
For (the next) ten years (one) should discipline (the child)
When the sixteenth year arrives (one) should act
Like a friend in the case of the offspring. *

The parents are enjoined to give complete freedom to the

* Lalayet panchavarshani
Dasavarshani taadayet
Prapte tu Shodase varshe
Putre mitravadacharet

child to express itself in any manner it likes during the first five years. At this period love and only love should guide the parent-child relationship. But from the sixth to the fifteenth year the child should be brought up with stern discipline. From the sixteenth year onwards he should be treated as an equal and a friend.

There have been very few studies regarding child-rearing practices in India. In one study in a North Indian Rajput village in U.P.*, Minturn and Lambert found that the Indian mothers are the most permissive in the six cultures they studied. They also found that 82% of the Indian mothers actually rewarded the children for mother-directed anger by consoling them during such outbursts. Only a small minority of Indian mothers retaliate when children become aggressive towards them. (Minturn and Lambert, 1964, Pp. 139-141). This finding confirms the Sanskrit verse given above. Aggression by the child towards the mother, when the child is below five years, is treated as play. There is no outlook of disciplining the children at this stage. The Indian mothers are highly permissive. Expressions of anger by the children towards the mother are not looked upon as defiance by the children. The traditional Indian society exhibits a paradoxial picture. It is a highly authoritarian society but it is also highly permissive as far as children below five are concerned. This is based on two beliefs: that the children below five can do no wrong since they have no powers of discrimination; that the real task of child discipline should start from the sixth year onwards.

The Rajputs consider that young children are 'pure' and can commit no sin since they cannot distinguish between good and bad. It is also believed that until the child acquires the use of speech, he is not teachable and therefore no demands are made on him to modify his behavior (Minturn, 1963, Pp. 311-319).

As regards peer-to-peer aggression the results show that the Indian group neither encourages aggressiveness like the U.S. group nor discourages it like the Mexican group. Analysis of the results shows that the Indian group studied is very low in consistency of obedience training and is in the middle range as far as expectation of prompt obedience is concerned, while being at the same time quite high in consistency of aggression rules (Minturn and Lambert, Pp. 150-153). The investigators note that the Indian mothers believe that young children are incapable of anger and that serious aggression occurs only among adults. Since the fights among children terminate quickly they are not considered serious enough to warrant any punitive treatment. (Ibid, p. 160).

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* Uttra Pradesh; one of the provinces of India.

Minturn and Lambert have identified two situations in the training of aggressiveness in children: aggressiveness towards the mother when she scolds the child and aggressiveness towards the peer group. In both these cases they have found that Indian mothers are very permissive. There is no effort to train the children at this age by being punitive towards the aggressive expressions either towards themselves when they scold the child or towards the peer group. When children fight with each other, the mothers tend to scold all the children involved without determining any body's quilt (Ibid, p. 236).

They also report a difference between the parents in aggression training. While the mothers, as well as fathers, accept the principle that boys must learn to be aggressive when the occasion justifies it, the mothers tend to discourage fighting in the interests of peace in the house and in order to encourage more 'gentlemanly' behavior in the boys; the Rajput men, on the other hand, while agreeing with the principle of non-violence, encourage the sons to "fight for their rights and honour as a sign of manliness." The group as a whole values emotional control and generally discourages outbursts of aggressiveness in any member. Minturn and Lambert report that when hostility becomes overt, the other members immediately intervene and try to calm the person. The group prevents the expression of hostility (Ibid, pp. 237-238).

Thus, this study reveals the following characteristics:

a) It is believed that young children are incapable of any serious anger; so there is no need to train them to control their aggressiveness.

b) It is believed that non-violence is more desirable than aggressiveness.

c) The boys must learn to be aggressive when the occasion justifies it.

d) The group as a whole prevents the expression of hostility and violence by interfering and asking the person who has lost control of himself to calm down.

In other words, when the child is aggressive towards the mother or towards the peer group, there is no effort to intervene and prevent the child from being aggressive by taking punitive measures. But when the older children and adults lose control over themselves the other members of the group prevent them from becoming violent and help them to calm down.

Carstairs has also reported his findings regarding aggressiveness in another Rajput village in Rajasthan (Carstairs, 1957). He reports two features in open quarrels among adults when they do arise: the utter collapse of self-control and the readiness of 'peace-makers' to intervene and urge those who quarrel not to give way to anger, to control themselves (pp. 46-47). He also reports that the two basic patterns he found are an inability to trust anyone and the recognition of the supreme virtue of self-restraint.

Dhirendra Narain also refers to the lack of inhibition of aggressiveness when an Indian is provoked (Narain,1957). Spratt writes that the Hindu is more easily provoked to aggression than the Westerner. Like the quarrels of children, the quarrels between adults flare up quickly and die down quickly and calm is restored. Aggression is superficial, provoked by external events and is subject to a relatively weak internal check unlike the Westerner whose aggression flows from a deeper source, as analysed by Freud, the unconscious desire to kill the father (Spratt, 1966, p. 52). He writes that in the Hindu the aggression is provoked; it is not in-built as in the Westerner (Spratt, 1966, p. 380).

According to Gokhale while the Vedic Indians were very warlike, singing praises of the wargod Indra, and given to sacrificial rituals leading to the slaughter of many animals, there was a revulsion against war as well as animal sacrifice in the pre-Buddhist, Upanishadic period. The Upanishads exposed the utter inadequacy of the cult of sacrifice. The concept of non-violence which started in the Upanishadic age flourished in the fifth century B.C. in the times of Mahavira and Buddha. But the concept was limited to individual spiritual level. It referred primarily to individual rather than to collective action. (Gokhale, 1960, Pp. 176-179). The first Indian to apply the doctrine of non-violence to collective action was Ashoka who followed non-violence as an official policy and renounced war in 261 B.C.

But after Ashoka there was a coexistence of the concept of non-violence as an individual ideal and war as an institutional reality.

It was only in the "twenties of the 20th century that Gandhi made the concept of non-violence applicable to collective action once again. He wrote "non-violence is not meant merely for rishis and saints. It is meant for the common people as well. Non-violence is the law of our species as violence is the law of the brute." (Bose, 1957, p. 149). He identified war and violence with dictatorship and non-violence with democracy (Bose, 1957, p. 150). Under Gandhi's leadership non-violence was successful in India at the collective level.

Gandhi established Ashrams to train people in individual as well as collective non-violent action. He said "It is a profound error to suppose that whilst the law is good enough for individuals, it is not for masses of mankind" (Bose, 1957, p. 154). He wrote that training in non-violence is necessary for the individual as well as the nation (Gandhi, 1960, p. 89). By his writings he clarified the concept of non-violence. He wrote, "not to hurt any living thing is no doubt a part of Ahimsa. But it is its least expression. The principle of Ahimsa is hurt by every evil thought, by undue haste, by lying, by hatred, by wishing ill to anybody." (Gandhi, 1945, p. 7).

But since his death there is no evidence to indicate that the concept has secured deep roots in the Indian mind in the context of collective action (Gokhale, 1960, p. 194). There is once again a coexistence of non-violence at the individual level and violence at the collective level.

Effect of Status

Inspection of the means of the AAC index in Table P12 shows that children, in general, look upon the adults as being only "a little wrong" when they are aggressive to children. This may be due to the cultural factor in India where a great degree of respect is given to adults, particularly those in the position of authority.

A. Age Differences

Tables P12 and P16 shows the child's view and power of the authority (adults). The children who are victims to adult aggression are regarded as very wrong. Though the aggressive adults are also supposed to be wrong when they are scolding or hitting children, yet children seem to have formed a conception that adults punish children only when the latter are wrong. As the children grow older, they perceive a lesser degree of wrongness in adult aggression towards the child. Thus, the increase in age and education helps the children to understand the child-adult relationship. The children thus recognize the role of the adult authority in disciplining children and their right to regulate the behavior of children. Older children look upon adult punishment as being more legitimate than do younger children. It is interesting to note that change in grade significantly affects the estimate of wrongness of the adult aggressor, but does not affect the estimate of wrongness of the child victim. This may be due to the psychological changes through which children pass at the age of 11 years, or to the feelings of guilt which children usually have at this pre-adolescent age.

Children also seem to have understood that they must conform to the rules and regulations laid down by adult authorities. They feel that the children who attack adults are "very wrong." However, the children estimate the least degree of wrongness in the adults who are victims of the child aggression.

Peer-to-peer aggression is also regarded as wrong. Children appear to be of the view that children attack each other frequently and thus the aggressors and the victims are almost equally wrong. There are nosignificant differences in the ratings of the children of the three grades for peer-to-peer aggression.

Thus, we may summarize that the children feel that adult aggression is more regulatory than the child aggression. Children accept the aggressive behavior of adults but do not approve of the child's aggression towards adults. This may also be due to the roles of different authorities in the socialization of children.

B. Sex Differences

Boys and girls seem to be in agreement regarding the degree of wrongness in the aggressor and victims when there is a conflict among the children or when adults attack children (Figs. P12 and P16). They also agree on the wrongness of the aggressor in child to adult aggression, but show a significant difference of opinion with respect to the wrongness of adult victims of child aggression. Girls judge adult victims to be more wrong than the boys. Both boys and girls feel that adult victims are relatively innocent; but girls asserted this more than the boys. Both sexes agree that the aggressive children are very wrong.

C. SES Differences

Responses of the children of the two SES groups differ significantly only with respect to the wrongess of a child attacking an adult. Children of the higher SES judge a higher degree of wrongness in the children attacking adults than those of the lower SES. Thus, the children of the higher SES seem to have more respect for adults and accept their authority more than those of lower SES. (See Table P12 and Fig. P12 SES).

There is a Sex x SES interaction for the aggressor ratings of adults attacking children. Girls of the lower SES and boys of the higher SES judge a higher degree of wrongness in the adult who is attacking a child than that estimated by the higher SES girls and the lower SES boys. Thus, girls of the middle class seem to be more submissive to the adult authority than the boys, while the reverse is true for lower class children.

No SES differences appear for any of the victim's ratings. (See Table P16 and P16 SES).

D. Interview

In response to the question whether the rules are the same for adults and children (A. 12,13,14), only four children out of the sixty interviewed said that the rules are the same and the remaining said that some rules are the same and some are different. (See Table IVB). Thus, they perceive that there are two sets of rules one to which the children should conform and the other to which the adults should conform. Thus, practically the whole group, irrespective of sex, SES and age look upon the adults as having their own rules. (See also Table IVE).

When they were asked to specify the rules which are different between adults and children, nearly half of the group again referred to the rules of the family and nearly a third referred to the rules of the school, indicating that the adults have a different role to play at home and in the school giving rise to different rules for adults and children. Nearly half of them referred to difference in age and status as being responsible for the difference in the rules between adults and children. More than one-third of the children referred to differences in the community, city and government rules as between adults and children. (See Table IVD).

On the whole the children appear to perceive that the age and status roles differenciate between adults and children more than the sex roles between boys and girls.

The child was asked if he always gets caught if he breaks a rule. (See Table VIIA). More than a third of the group said that they get caught and nearly half that they get caught sometimes when they break a rule. More boys than girls and more middle class children than lower class state that they get caught. On the other hand, more girls than boys and slightly more lower class children than middle class tell that they get caught sometimes. Only seven children out of sixty, practically all boys and all belonging to lower class asserted that they never get caught. Thus, most middle class children state that they get caught. Among those who escape many are from the lower class. While middle class boys say that they generally get caught, middle class girls say that they sometimes get caught.

In response to the question whether some children get away with breaking rules, nearly three quarters assert that they sometimes manage to get away with it. Forty-three children stated that clever and smart children escape the consequences of non-compliance with the rules. But these children did not specify the nature of the rules which are usually violated. Only 3 children were of the view that children escape non-compliance with rules when circumstances permit them to do so. However, 5 children reported categorically that children do not escape the consequences of non-compliance with rules. (See Table VIIB).

Neither sex nor social class influence these judgements. When they were asked whether some adults get away with breaking rules (See Table VIIC), more than half of the group said that they do sometimes. Here, though there was no influence of sex, more middle class children than lower class children gave this answer.

Thus, in a broad way it may be said that very few children feel that either children or adults can get away with it often when they break a rule. In response to another question more than half the interviewers said that children get away with rule breaking more often than adults can.

Out of a group of sixty children interviewed, 34 asserted that children escape the consequences of non-compliance with rules more easily than the adults. Only 11 children were of the opinion that the adults escape the consequences of non-compliance with rules more easily than the children. Another eleven stated that children do not "get away with" breaking rules more easily than the adults. (See Table VIIE).

Effect of Status and Role

A. Age Differences

Tables P10 and P14 show the variations in the estimate of wrongness of the adults who are scolding children and of the victim children for the various adult figures. The various adult authorities are reported to be wrong in varying degrees. Children of all the three grades estimated that policemen scolding children are more wrong than teachers or parents.

The estimate of wrongness in the aggressors shows significant linear variations from grade to grade in judgements of wrongness of parents, teachers and policemen scolding children. As the children grow older they estimate a lesser degree of wrongness for all three authorities.

With respect to parents scolding children we observe that adult aggressor ratings shows a linear decrease from grade four to grade eight. There is a similar linear decrease reagrding the ratings of teachers scolding children. As regards judgements of the wrongness of the policeman we find a decrease from grade four to grade six but there is no difference between grade six and grade eight.

The victims ratings show a significant curvilinear age change for the parents-scold-children index. Similar but non-significant changes occur for the comparable teachers and policemen indices. (See Table P14). Children of grade six estimate a higher degree of wrongness in the child victims than those of grades four and eight.

Child-to-adult verbal aggression is regarded as "very wrong." Thus, adults' verbal aggression is socially accepted by the children but they also realize that children do not have any right to show serious resentment toward adults.

In the situations in which children scold adults, we observe that ratings are practically the same; when children scold parents, teachers or the policemen. Here again we notice that child aggrestowards policemen is rated below five in all the three grades in contrast to the ratings of above five with respect to child aggression towards the parents and teacher.

The adults who are subjected to child's verbal aggression are rated more wrong than those adults who scolded children. It may be due to children's ambivalent feelings towards authorities. With increased age and education child-to-adult aggression tends to be rated as more wrong; while judgements of the degree of wrongness of adult victims decreases. However, the only significant age difference for these victims ratings is a curvilinear difference for the parents scold children index. As with the aggressor ratings, the sixth grade children are high. There are no significant age differences for any of the child-to-child indices.

B. Sex Differences

No sex differences appear for any of the ratings of the adults scolding children. The estimate of wrongness in the child-to-adult aggressive behavior by boys and girls differs significantly only with respect to victims. Both boys and girls reported that children scolding adults are very wrong. Boys tend to assert this to a greater degree than girls but the differences are not significant. Girls, on the other hand, judged adult victims of child aggression to be more wrong than boys, in judgements of policemen to parents and teachers. Thus, girls as compared to boys seem to have a higher degree of resentment towards aggressive adults. (See Table P14).

C. SES Differences

The responses of the children of the two SES groups differ significantly in judgements of parents and policemen scolding children. Lower class children feel that the parents and policemen are more "wrong," than children of the middle class. (See Table P10).

There is a significant Sex x SES interaction for the aggressor ratings of teachers scolding children. The low SES girls and the high SES boys judge a higher degree of wrongness in the teacher's verbal aggression towards children than that estimated by low SES boys and high SES girls. Similar interactions for the parents and policemen's ratings approach significance. Thus, the low SES girls are more inclined to judge adult aggression as more wrong, than the low SES boys, but in the higher SES boys are more bold and give expression to their resentment against the adult aggression while girls are more inhibited.

The degree of perceived wrongness in the verbal aggression of child to parents, teachers and policemen differ significantly for the two SES groups. Lower SES children judge the children who are scolding parents, teachers and policemen to be less wrong than the middle SES children. Children scolding parents are reported to be the worst by the children of middle class, followed by children who scold teachers. But lower SES children judge children who scold teachers as the worst followed by those who scolded parents.

Policemen being scolded by children are seen as the worst of the adult victims by the children of both the SES groups, with parents ranked second for lower class children, while in the middle class teachers are ranked second. Thus, the children of lower SES feel that to scold a policeman is not so very wrong; but to scold a teacher or parent is very wrong. Children of the middle class feel that to scold parents is worst. With respect to parents teachers and policemen, the victim and aggressors ratings are more different for the middle class children than lower class children. Children of the two SES groups do not differ much with respect to their judgements of wrongness of the teacher and policeman who are victims of the children.

D. Interview

When asked to cite which rules are different for adults and children, 43% of the Indian children said that rules vary for people of different age and status, while 35% cited rules of the family. Rules of the school and government were not usually mentoned in answer to this question. (See Table IVD). When asked what rules are the same for adults and children 47% of the children cited rules of the family while 38% cited rules of the city or government. Rules of the school and serious rules were never mentioned by Indian children as being the same for adults and children. (See Table IVE). These findings indicate considerable disagreement among Indian children concerning whether rules of the family are the same or different for adults and children. The primary basis for this difference of opinion seems to be the child's sex. Fourty-three percent of the boys vs. 27% of the girls say that family rules are different for adults and children. On the other hand, 50% of the boys vs. 43% of the girls say they are the same. The responses of the boys, on this issue, are obviously inconsistent. Perhaps they feel that some family rules are the same and some are different for parents and children.

Children were asked to specify the persons who can make them follow rules. (See Table VIA). Nearly three-quarters of the children specified father and mother. In both cases more girls than boys specified the individual parents. There was hardly any difference between the two socio-economic groups, nor was there any difference based on grade. More than half of the group specified the teacher as a person capable of enforcing rules. For this judgement there was no influence of sex or grade but there was some influence of social class, more children from the lower status homes mentioned the teacher than children from middle status homes. More than a third of the group specified government officials, and less than a third specified the police. It is significant that most of the children who specified the policemen were from the middle status homes. One would have thought that the children from lower SES homes would look upon the policeman as the enforcer of rules more than the children from middle SES homes. It is a pity that this was not identified at the time of the interview and so no attempt was made to understand the reason for this difference between the two socio-economic groups in their attitude towards the policeman. Only three children out of the sixth mentioned 'self' as the enforcer of rules, two of whom were girls, one from the lower and the other from the middle group and the third was a boy from the middle group. Not a single child mentioned the relatives as rule enforcers.

Thus, the rule enforcers are perceived to be the parents, both fathers and mothers, girls referred to them more than the boys. The next most important person cited is the teacher. This is in agreement with the cultural expectations which specify the mother, father and the teacher as the most important persons, who should be regarded as "gods," inspite of the prevalence of joint family system which is an important legal concept and also a social concept.

Another question was asked requiring the children to specify who cannot make them follow the rules. (See Table VIB). There is the pervasive notion that peers cannot make you follow a rule, since no Indian children gave this answer. Age is the most important factor in this concept. Indian children believe that only older persons can make them follow rules not their peers. This appears to be the compliment of the cultural requirement requiring the young to respect the aged.

The children were asked to specify who is the worst person to be punished by, the father, mother, teacher or the policeman. (See Table IXA). Nearly two-thirds of the group specified that it is the worst to be punished by the policeman. More boys than girls and more children from the lower class than from the middle class specify the policeman. Only one-sixth of the children refer to the teacher; here practically all come from the middle status group. While for the middle status group, the teacher comes next to the policeman, for the lower status group, the father comes next to the policeman. These are the results when the first choice was taken into account.

On the basis of the last choice it was found that nearly half the group indicate the mother, more girls than boys, irrespective of social class. Father, teacher and policeman are indicated to the same extent, about one-eighth of the group cites each of these figures. Thus, the most humiliating person is to be punished by the policeman and the least humiliating is the mother. (See Table IXB).

Another question was asked to indicate which is the worst offence for the child, to punish the father, mother, teacher or policeman. (See Table IXC). More than a third of the children said that it is worst for them to punish the father. This response was given more by boys than by girls irrespective of the social class. The same number said that it is the worst to punish the mother, here the girls responded more than the boys, again irrespective of the social class. Thus, the boys feel it is worst to punish one's father and girls feel it is worst to punish the mother.

When the last choice was analysed the results revealed that nearly three-quarters of the group said that it is not so very bad to punish the policeman, irrespective of sex and social class. Thus, boys as well as girls, children from middle as well as lower status homes feel that it is the least wrong to punish a policeman when there is an opportunity. (See Table IXD).

Effect of Action

A. Age Differences

Children in grade four do not differentiate between the wrongness of scolding and hitting by parents, but sixth and eighth graders report that hitting is more wrong than scolding. (See Table P10). Nevertheless, the judgements of the wrongness of parental hitting decreases significantly as they grow older, but not as steeply as their judgements of the wrongness of scolding.

The only grade difference for the victims ratings concerns the curvilinear effect for parents scolding children, already reported. (See Table P14).

A majority of the children use the low end of the scale when rating the wrongness of victims and the upper end when rating the wrongness of aggressors.

Turning to the results of individual pictures (Tables P9 and P13) we find that, as regards the parent-to-child physical aggression, there are significant grade differences with respect to father-hitting-son and mother-hitting-son and daughter. (See Table P9). For the father-hitting-daughter index the responses of the children show significant interactions between grades and both sex and SES. The children of grade four estimated a higher degree of wrongness for father and mother-hitting-son and mother-hitting-daughter. We have seen earlier that these children viewed scolding of parents as more serious as compared to children of other grades.

There is a significant curvilinear grade effect for the victims ratings of mother-hitting-daughter and boy-hitting-and scolding boy. Sixth grade children give higher wrongness ratings to the victims in these situations than do children of fourth or eighth grades.

B. Sex Differences

There are no significant differences in the opinions of girls and boys regarding the wrongness of aggressors who hit children, or in the wrongness of adult victims of children's attacks, for either the role indices, (See Tables P10 and P14) or for the individual pictures. (See Tables P9 and P13).

However, in child to child physical aggression, boys judge aggressors to be significantly more wrong and victims less wrong than do girls. (See Tables P10 and P14).

Analysis of the individual pictures shows that this effect is caused by the aggressor ratings of the boy-hitting-boy picture, (Table P9) and the victim ratings of the boy-hitting-boy and girl-hitting-boy pictures. (See Table P13).

Both sexes regard hitting among children to be worse than hitting by adults. Boys assert this significantly more strongly than do girls.

C. SES Differences

No SES differences appear for the action indices. (See Tables P10 and P14). The grade differences for the parent hits children index is not confounded by the interaction with SES which accompanies the parents-scold-children index.

The only SES differences for individual pictures occur for the victims ratings of the father-hitting-daughter and the girl-hitting-boy pictures. (See Table P13). Lower class children view the girl as more wrong when being hit by her father but less wrong when being hit by a male peer than do middle class children. Evidently lower class children are more likely to accept male to female physical aggression when it comes from an authority but less likely to accept it when it comes from a peer than are middle class children.

Effect of Sex

An unusual feature of the sex indices of the Indian data is that the victims are judged to be more wrong than the aggressors, for all indices except female-attacking-male. (See Tables P11 and P15 and Figures P11 and P15). These responses seem to indicate that children think that strong provocation is necessary to provoke aggression in these circumstances.

A. Age Differences

Grade has a significant effect on all four of the aggressor indices. In each case children's judgements of the wrongness of the aggressors decreases with age. For the male-attacking-male index, the grade effect is slightly curvilinear, due to a slight rise from sixth to eighth grades. However, the major effect, for all four indices, is a sharp decrease in the wrongness judgements from the fourth to the sixth grades.

B. Sex Differences

Sex affects the victims judgements only when a male is the victim. Girls judge male victims to be more wrong than do boys, irrespective of the sex of the aggressor. (See Table P15 and Figure P15 Sex).

C. SES Differences

Socio-economic differences among the children do not affect their responses significantly on any of these situations, but some Sex x SES interactions do occur. A Sex x SES interaction is noteworthy with respect to female-to-female aggression. The lower SES girls and the high SES boys estimated a higher degree of wrongness in the female aggressor than the high SES girls and low SES boys. The sex x SES interaction is highly significant for the aggressor ratings of the female-attacking-male index. The boys and girls of the lower SES do not differ much in their estimate of wrongness of the female aggressor in this situation, however, the high SES boys feel that female aggression towards a male is more wrong than do the high SES girls.

D. Interview

A little more than half of the group asserted that the rules for boys and girls are the same. (See Table IVA). There was neither the influence of sex nor SES, nor grade regarding this response. A little more than a third of the group said that the rules are not the same for boys and girls; here again there was no influence of sex, SES or grade. One-tenth of the group said that some rules are the same and some different for boys and girls. Thus, the children can be divided into three groups, those who think that the rules are the same and these are in the majority; those who think that some rules are the same and some different, these being in a minority; and the third group which thinks that the rules for boys and girls are different. The interesting point to note is that neither sex, nor SES nor grade differences account for these broad differences within the group. Probably they have something to do with the differences in interpersonal relationships early in life which cut across the SES groups.

When they were asked to specify the rules which are different for boys and girls, two-fifths more boys than girls, said that the differences are in the rules of the family. (See Table IVC). They give as illustration that the boys are asked to do shopping and run errands outside the home, while the girls are asked to work within the home, sweeping the floor, washing clothes, helping in the kitchen, etc. Thus, a good number perceive different domestic roles for boys and girls.

Almost three-quarters (72%) of the Indian children said that boys get away with breaking rules more than girls. (See Table VIID).

Effect of Sex and Role

It has been noted above that the children in general look upon the adults as being only "a little wong" when they are aggressive to children. This may be due to the cultural factor in India where a great degree of respect is given to adults, particularly those in the position of authority. Among the adult figures in the PAR are father, mother and teacher who are looked upon as "Devas," "gods." Any disobedience to them is looked upon as very wrong. (See Tables P9 and P13). However, the children do distinguish degrees of wongness related to particular situations. It will be observed that the rating of wrongness of the adult aggressor varies from 2.31 (teacher scolding the boy) to 2.85 (policeman scolding the girl). The rating of wrongness of the child victim varies from 4.59 (policeman scolding girl) to 5.12 (teacher scolding the boy).

Tables P9 and P13 give the rating of wrongness of the aggressor and victim in the situation where the aggressor is the child and the victim is the adult. The child aggressor is very wrong or very, very wrong, while the adult victim is little wrong. Here we can notice a clear difference between the attitude of children towards the policeman and other authority figures. The child who is an aggressor towards the policeman is rated below five while in other cases his wrongness is usually rated above five. Similarly the victim policeman is rated as being wong above three, whereas the other authorities are rated belowthree. Evidently aggression against the policeman is not considered to be as serious as aggression against the other adults.

A. Age Differences

The status role indices showed that when the parents hit the child or scold the child, when the policeman scolds the child and wwhen the teacher scolds the girl, the children of the lowest age group, grade four are more critical of the wrongness of the adult aggressor than the children of the higher grades. Thus, as the children grow older, they give a lower estimate of the wrongness of the adult aggressor. The older children look upon the punishment as being more legitimate than the children of the lower age group.

Children who are victims of adults' verbal aggression are estimated to be wrong. The estimate of wrongness made by the children of different grades does not differ significantly. However, there are some fluctuations in the means of the responses of the children of different grades. Children of grade four estimate less degree of wrongness in the son who is being scolded by father and mother than that estimated by the sixth and eighth graders. Children studying in grade four estimated less degree of wrongness in the daughter who is scolded by father than that estimated by fourth and sixth graders.

As the children growolder their estimate of wrongness in the girl being scolded by teacher decreases; while in the case of boy, who is victim to teacher, it increases from grade four to six but falls down in grade eight, producing a significant curvilinear grade effect.

We have seen that there are no significant grade differences in the estimate of wrongness of children attacking adults, observed in the combined status indices. However, the picture indices show that children of the three grades differ significantly in their estimate of wrongness in the boy and girl scolding father and mother. As the children grow older they report a higher degree of wrongness in the boy and girl who are scolding father and a lower degree of wrongness for the scolding of mothers. (See Table P9). Apparently the reversal of direction of these age trends masked the age differences in the combined status indices.

As regards the wongness of adults who are being scolded by boys and girls there are significant grade differences with respect to boy-scolding-teacher. Younger children estimated a higher degree of wrongness in the behavior of teacher being scolded by boy than the older children. But they estimated only a little degree of wrongness in him. It is very interesting to note that as the children grow older they estimated a higher degree of wrongness in boy and girl scolding father and mother. But girl-scolding-father is seen as being least wrong by the children of sixth grade. But in the case of boy-scolding-teacher, the boy is considered least wrong by sixth graders.

B. Sex Differences

The only sex differences appearing in the aggressors ratings of the individual pictures occurs for the ratings of the father-scolding-son picture, where boys judge the father to be more wrong than do girls. (See Table P9).

For the victims ratings sex differences appear for all four of the child scolds parent pictures, as well as for pictures showing a girl scolding a teacher or policeman. In all cases girls judge adult victims of the child aggressors to be more wrong than do boys. Girls also judge the victim to be more wrong than do boys in the girl-hitting-boy and the girl-scolding-girl pictures. (See Table P13).

C. SES Differences

Lower SES children judge aggressors to be more wrong than do lower SES children for the pictures depicting the mother or the father scolding the daughter, the mother scolding a son and the policeman scolding a girl. On the other hand, higher SES children judge the aggressors more severely for the pictures showing a girl scolding a girl or a boy, a boy or girl scolding a policeman, teacher, mother or father. Clearly the lower class children are more severe in their judgements of adult aggressors while middle class children are more severe in their judgements of child aggressors. (See Table P9).

The victims ratings show that lower class children are more severe in their judgements of victims in the pictures showing a girl hitting a boy, and all four pictures of children scolding parents, while middle class children are more severe in their judgements of a boy being hit by his father. Clearly these findings are in accord with those of the aggressors ratings, in that lower class children are more severe in the judgements of the wrongness of adult victims, while middle class children may be more severe in their judgements of the wrongness of child victims.

Summary

Both the aggressor and the victim are considered to be wrong in every situation. Generally the adult aggressor is considered to be very much less wrong than the child victim. In other words, children appear to justify adult aggression. There is disapproval of the child when he attacks an adult. He is usually considered to be very wrong.

The child victim as well as the adult victim are considered to be wrong but the child victim is always considered to be very wrong and the adult victim a little wrong except in the case of the child who is beaten by the mother. When the child scolds a policeman the wrongness of the child aggressor is rated somewhat lower than when the child scolds the parent or the teacher. The victim policeman is also rated as being more wrong than the victim parent or teacher.

There is grade influence as far as the rating of the aggressor is concerned when the aggressors are the parents or the teacher. The older children consider the aggressive parent or teacher to be less wrong than do the younger children. On the whole, the younger the child the greater the resentment of adult aggressiveness and imposition of authority by scolding. There is hardly any influence of grade as far as the rating of the wrongness of the adult or child aggressors or child victims is concerned.

Girls generally rate the adult victim as being more wrong than the boys. In general, the girls are severe towards the parents who expose themselves to child aggression. Thus, the boys appear to be less hard on the adult victim than the girls.

The children of the high status generally rate the aggressor child as being more wrong than the children of the low status.

They appear to resent child aggression more than the children from low status homes. As regards the adult victim the children of low status give a higher rating of his wrongness than the children of high status. They appear to resent adult aggression more than the children from middle class homes. In conclusion it may be stated that when children come from the homes of well-educated patents, they accept adult authority with less resentment and resent strongly aggression of children towards adult authority.

The interview data shows that half of the group looks upon all rules as fair indicating that they accept a rule without questioning whether it is fair or not. Though there is no sex difference there appears to be a significant class difference. Children of the lower status group accept all rules as fair more than the children of the middle status group. Nearly one-third of the middle class group has some understanding of the concept of fairness since they said that a rule is fair if it affects every one equally or when the rule is flexible so that it can be adjusted to varying circumstances.

With respect to consistency of rules, more than half asserted that the rules are the same for boys and girls. There was no influence of sex, class or grade. In a broad way the group can be divided into three sub-groups: those who think that all rules are the same for both the sexes (majority), those who think that some rules are the same and those who think the rules for boys and girls are different. However, there is no influence of sex, social class or grade regarding these three sub-groups.

When they were asked to specify the rules which are different for boys and girls, many gave rules of the family as an illustration according to which girls are given work inside the home and boys outside. The children, however, perceive that the rules for adults and children are different, irrespective of sex, social class and grade differences. Here also they specify rules of the family and rules in school according to which the adult roles are different from the child roles. Thus, the children appear to perceive that age and status roles differentiate between adults and children more than the sex roles between the boys and girls.

As regards the persons who can enforce rules the children indicated that the father, mother and the teacher are the enforcers, in that order. With respect to father and mother, sex and social class made no difference. With respect to the teacher social class had some influence since children from the lower status group mentioned this more often than the children from middle status group. About a third of the group specified government officials and another third the policeman; the latter was indicated more by children from middle class homes than by children from lower status homes. Only three children out of sixth mentioned 'self' as the enforcer. When they were asked to specify who cannot enforce rules, practically the whole group said, irrespective of sex, social class and grade differences, that those who are younger than themselves could not enforce rules.

Regarding inevitability of detection, boys from the middle class homes said that they get caught when they break a rule. A few children from the lower class said that they never get caught. As regards others they said that children as well as adults get away with breaking rules. More middle class than lower class children gave this answer. Most children said that boys get away with it after breaking a rule more often than girls. This response was also given more often by the children from middle than from lower class homes.

Nearly two-thirds of the group said that it is the worst to be punished by the policeman. More boys than girls, more children from the lower class than from the middle specified the policeman. For the middle class children the teacher came next to the policeman and for the lower group, the father came next. The last choice analysis showed that most children indicated the mother, more girls than boys irrespective of social class. Thus, the most humiliating is to be punished by the policeman and the least humiliating is to be punished by the mother. One-third said that it is the worst to punish the father and another one-third indicated the mother. Father was indicated more by boys than girls and the mother more by girls than boys, irrespective of social class. The last choice analysis showed that it is not so very bad to punish the policeman, irrespective of sex and social class.

Thus, the majority of the children look upon all rules as fair, that they are consistent for boys and girls, but that the rules for adults are different from those for children, that the father, mother and the teacher can enforce rules, but that those younger than themselves cannot enforce rules, that rules are not breakable except the minor ones but when they are broken, they themselves cannot get away with it though other children and adults do, that it is most humiliating to be punished by the policeman and the least humiliating to be punished by the mother.

In general, social status has much greater influence on children than sex. Grade has practically no influence suggesting that most of these ideas are formed by the age the children come to the fourth year in school or by the time they are about ten years old.

The middle class children have a better understanding of the fairness of a rule than the lower class children who accept all rules as being fair. More children from the lower than from the middle class looked upon the teacher as an important enforcer of rules, but all children irrespective of class and sex said that the father and mother are the main enforcers of rules. While the children of the lower class generally think that no rules can be broken, the children of middle class feel that rules may be broken if it suits their purpose to do so or when the rules are unfair or unimportant. More middle class children than the lower class children feel that they get caught when they break a rule. While the middle class children put the punishment by the teacher next to the policeman, the lower class children put the father next to the policeman when they were thinking of the worst kind of punishment.

There is no influence of class with respect to consistency of rules regarding boys and girls, that the rules are different for adults and children, that the father and mother are the main enforcers of rules, that one younger than themselves cannot enforce a rule.

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TABLE: PROBLEM TWELVE

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY STATUS SCORES. ANOVA PROBLEM 12, VARIABLES 1-3. AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

	ADULT ATTACKING CHILD 511,515,519,521,525,527, 529,533,537,539,545,553			CHILD ATTACKING ADULT 517,541,543,549,551, 557,559,563			CHILD ATTAKCING CHILD 513,523,531,535,547, 555,561,565		
GROUP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	3.10	1.40	241.	5.09	1.38	241.	4.22	1.40
SES 1	134.	3.31	1.40	134.	4.75	1.47	134.	4.24	1.38
SES 2	107.	2.88	1.40	107.	5.43	1.29	107.	4.21	1.42
GIRLS	108.	3.16	1.33	108.	4.95	1.33	108.	4.17	1.35
BOYS	133.	3.03	1.47	133.	5.22	1.43	133.	4.28	1.45
GRADE 6, TOTAL	260.	2.35	1.21	260.	5.10	1.42	260.	4.00	1.25
SES 1	154.	2.59	1.28	154.	4.84	1.43	154.	3.90	1.28
SES 2	106.	2.11	1.15	106.	5.36	[illegible]	106.	4.11	1.22
GIRLS	113.	2.29	1.31	113.	5.01	[illegible]	113.	3.80	1.45
BOYS	147.	2.40	1.12	147.	5.19	1.36	147.	4.21	1.05
GRADE 8, TOTAL	199.	2.27	1.02	199.	5.23	1.22	199.	3.99	1.08
SES 1	96.	2.31	1.15	96.	4.91	1.34	96.	3.85	1.08
SES 2	103.	2.23	0.89	103.	5.55	1.11	103.	4.14	1.08
GIRLS	102.	2.37	1.11	102.	5.17	1.33	102.	3.89	1.02
BOYS	97.	2.18	0.93	97.	5.29	1.12	97.	4.10	1.14
TOTAL SES 1	384.	2.74	1.27	384.	4.83	1.41	384.	3.99	1.25
TOTAL SES 2	316.	2.41	1.15	316.	5.44	1.27	316.	4.15	1.24
TOTAL GIRLS	323.	2.61	1.25	323.	5.05	1.38	323.	3.95	1.27
TOTAL BOYS	377.	2.54	1.17	377.	5.23	1.30	377.	4.19	1.21
SIGNIFICANT EFFECTS		GRADE.			SES				

TABLE: PROBLEM SIXTEEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY STATUS SCORES. ANOVA PROBLEM 16, VARIABLES 1-3. VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

	ADULT ATTACKING CHILD 512,526,520,522,526,528, 530,534,538,540,546,554			CHILD ATTACKING ADULT 518,542,544,550, 552,558,560,564			CHILD ATTAKCING CHILD 514,524,532,536, 548,556,562,566		
GROUP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	4.79	1.22	241.	3.13	1.61	241.	3.92	1.38
SES 1	134.	4.72	1.32	134.	3.51	1.61	134.	4.04	1.49
SES 2	107.	4.86	1.12	107.	2.74	1.61	107.	3.80	1.28
GIRLS	108.	4.85	1.20	108.	3.40	1.54	108.	4.16	1.35
BOYS	133.	4.74	1.24	133.	2.85	1.68	133.	3.68	1.41
GRADE 6, TOTAL	260.	5.02	1.05	260.	2.88	1.55	260.	3.99	1.25
SES 1	154.	4.89	1.02	154.	3.07	1.56	154.	3.90	1.30
SES 2	106.	5.16	1.08	106.	2.69	1.54	106.	4.09	1.21
GIRLS	113.	5.08	1.05	113.	3.07	1.71	113.	4.03	1.29
BOYS	147.	4.96	1.05	147.	2.69	1.39	147.	3.95	1.21
GRADE 8, TOTAL	199.	4.80	1.12	199.	2.92	1.46	199.	3.71	1.07
SES 1	96.	4.83	1.24	96.	2.84	1.51	96.	3.73	1.19
SES 2	103.	4.77	1.01	103.	3.00	1.42	103.	3.70	0.95
GIRLS	102.	4.64	1.29	102.	3.24	1.58	102.	3.75	1.12
BOYS	97.	4.97	0.95	97.	2.60	1.25	97.	3.68	1.02
TOTAL SES 1	384.	4.81	1.19	384.	3.14	1.56	384.	3.89	1.33
TOTAL SES 2	316.	4.93	1.07	316.	2.81	1.53	316.	3.86	1.15
TOTAL GIRLS	323.	4.86	1.18	323.	3.24	1.64	323.	3.98	1.26
TOTAL BOYS	377.	4.89	1.08	377.	2.71	1.44	377.	3.77	1.21
SIGNIOICANT EFFECTS					SEX				

MEAN PEER AGGRESSION RATINGS FOR STATUS INDICES

Figure P 12 - SEX

INDIA

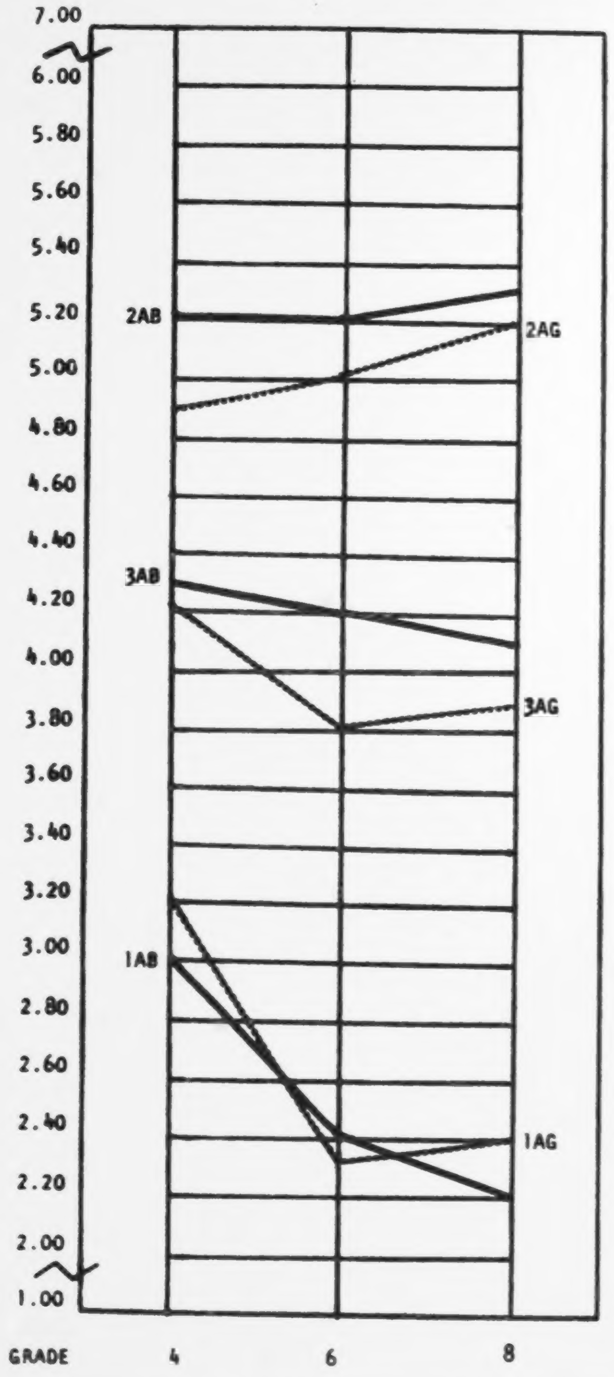
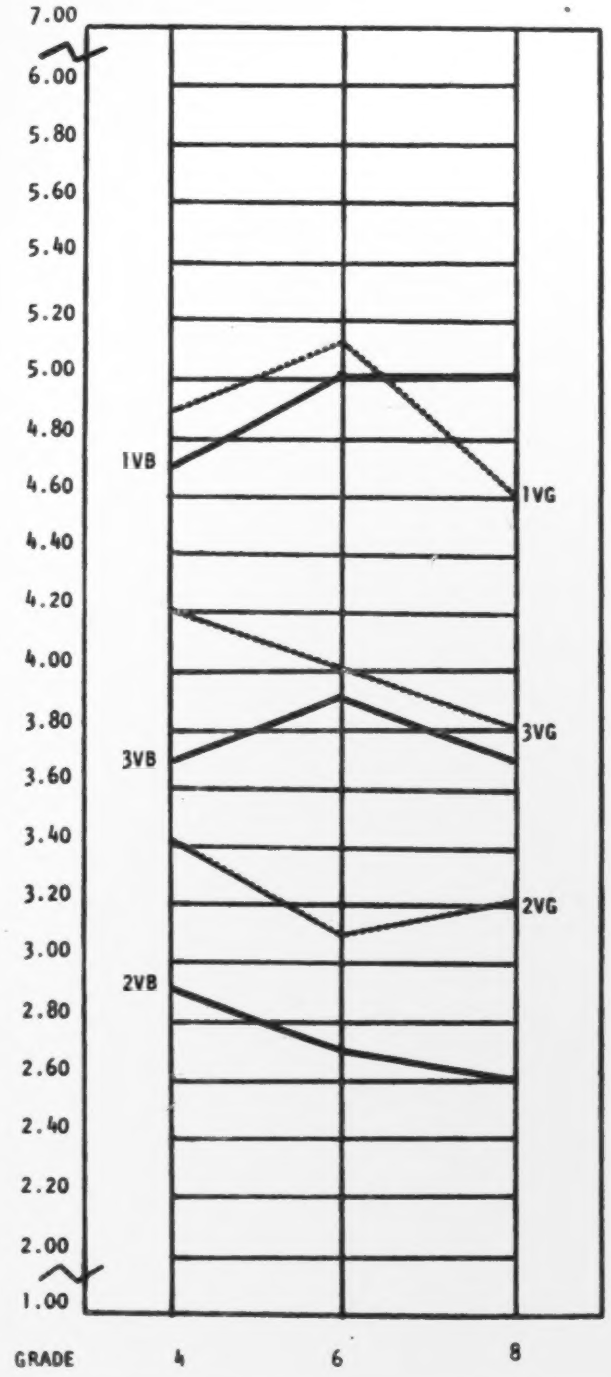


Figure P 16 - SEX

INDIA



1 = ADULTS ATTACK CHILDREN
2 = CHILDREN ATTACK ADULTS
3 = CHILDREN ATTACK CHILDREN
A = AGGRESSORS' RATINGS
V = VICTIMS' RATINGS
B = BOYS' RATINGS
G = GIRLS' RATINGS

MEAN PEER AGGRESSION RATINGS FOR STATUS INDICES

Figure P 12 - SES

INDIA

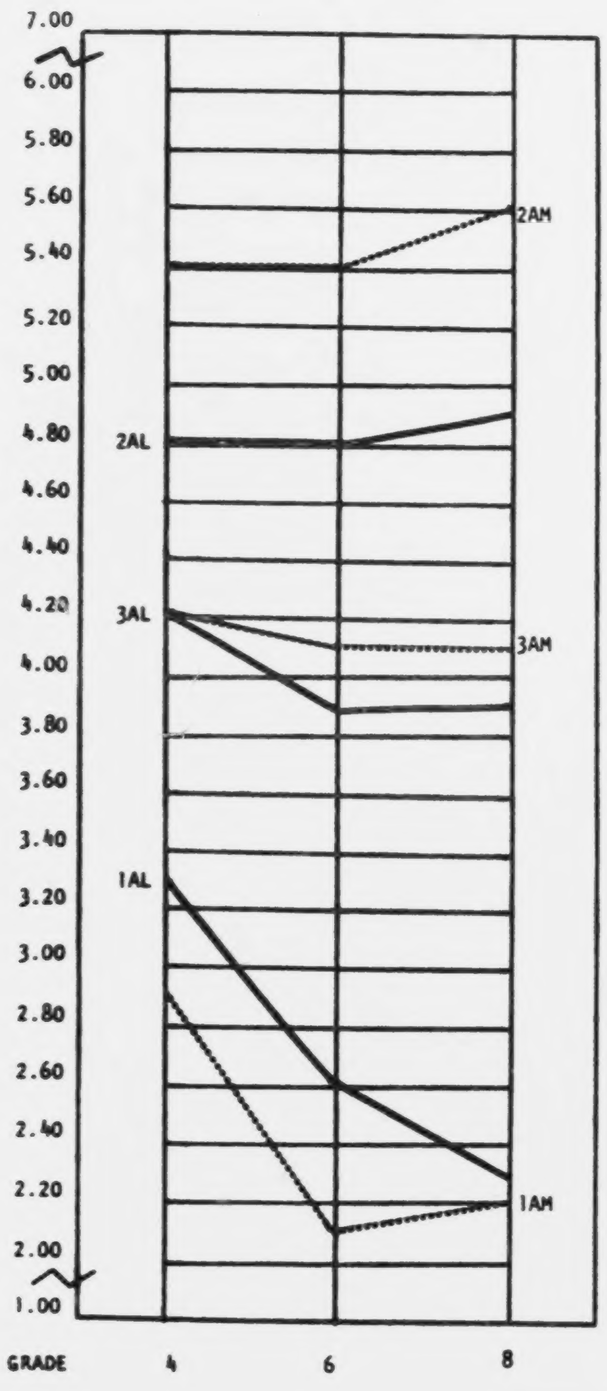
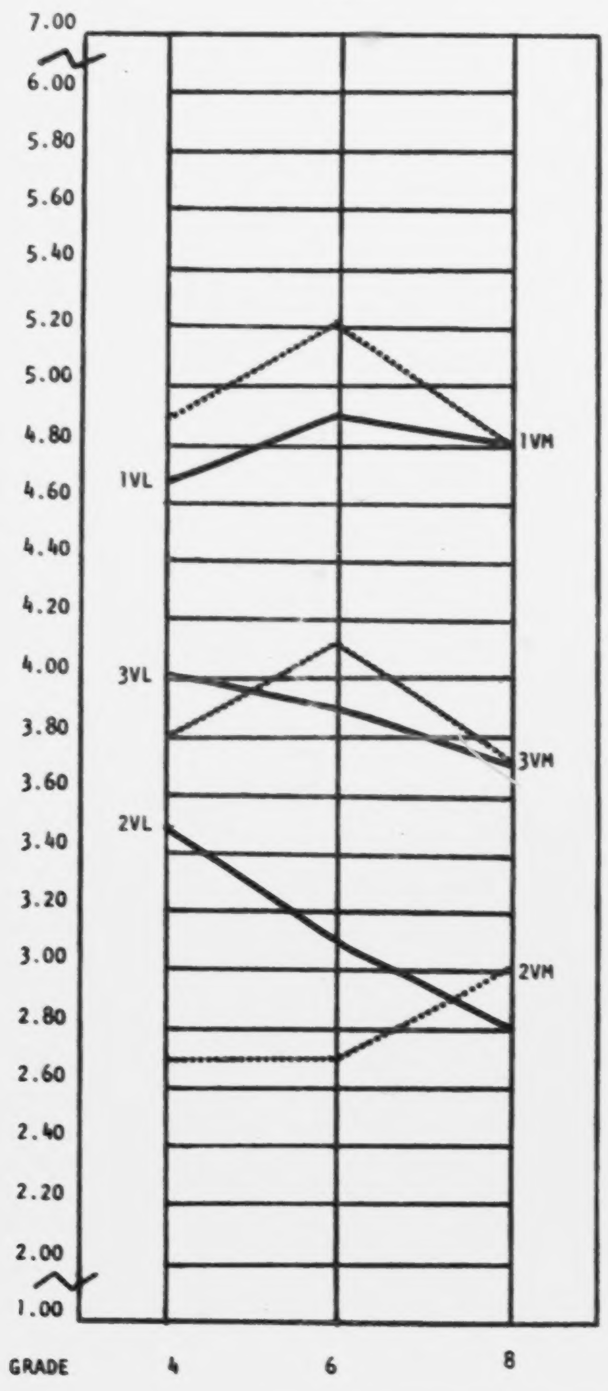


Figure P 16 - SES

INDIA



1 = ADULTS ATTACK CHILDREN
2 = CHILDREN ATTACK ADULTS
3 = CHILDREN ATTACK CHILDREN
A = AGGRESSORS' RATINGS
V = VICTIMS' RATINGS
L = LOW SES
M = MIDDLE SES

INDIA

TABLE: PROBLEM TEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY SET SCORES. ANOVA PROBLEM 10, VARIABLES 1-4. AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	PARENTS HIT CHILDREN 521,529,539,553			CHILDREN HIT CHILDREN 513,535,547,561			PARENTS SCOLD CHILDREN 511,525,533,545			CHILDREN SCOLD CHILDREN 523,531,555,565		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	3.12	1.63	241.	4.37	1.43	241.	3.12	1.46	241.	4.05	1.56
SES 1	134.	3.34	1.64	134.	4.37	1.37	134.	3.36	1.43	134.	4.08	1.59
SES 2	107.	2.91	1.62	107.	4.37	1.50	107.	2.89	1.50	107.	4.03	1.53
GIRLS	108.	3.16	1.56	108.	4.25	1.36	108.	3.20	1.40	108.	4.06	1.5[illegible]
BOYS	133.	3.09	1.70	133.	4.49	1.50	133.	3.04	1.53	133.	4.05	1.63
GRADE 6, TOTAL	260.	2.37	1.42	260.	4.23	1.36	260.	2.29	1.27	260.	3.76	1.39
SES 1	154.	2.59	1.47	154.	4.10	1.36	154.	2.54	1.33	154.	3.68	1.45
SES 2	106.	2.16	1.37	106.	4.35	1.36	106.	2.04	1.21	106.	3.84	1.33
GIRLS	113.	2.28	1.51	113.	3.93	1.50	113.	2.24	1.31	113.	3.64	1.56
BOYS	147.	2.47	1.32	147.	4.52	1.22	147.	2.34	1.22	147.	3.89	1.22
GRADE 8, TOTAL	199.	2.51	1.39	199.	4.26	1.33	199.	2.00	0.99	199.	3.70	1.34
SES 1	96.	2.39	1.44	96.	3.99	1.35	96.	2.10	1.09	96.	3.68	1.48
SES 2	103.	2.63	1.34	103.	4.52	1.32	103.	1.89	0.89	103.	3.72	1.20
GIRLS	102.	2.68	1.60	102.	4.12	1.35	102.	2.16	1.06	102.	3.62	1.33
BOYS	97.	2.34	1.17	97.	4.39	1.32	97.	1.84	0.92	97.	3.78	1.35
TOTAL SES 1	384.	2.77	1.51	384.	4.15	1.36	384.	2.67	1.28	384.	3.81	1.51
TOTAL SES 2	316.	2.56	1.44	316.	4.41	1.39	316.	2.28	1.20	316.	3.86	1.35
TOTAL GIRLS	323.	2.70	1.56	323.	4.10	1.40	323.	2.53	1.26	323.	3.77	1.46
TOTAL BOYS	377.	2.63	1.40	377.	4.47	1.35	377.	2.41	1.22	377.	3.90	1.40
SIGNIFICANT EFFECTS		GRADE			SEX			GRADE SES				

GROUP REPORTED	CHILDREN SCOLD PARENTS 517,541,549,556			TEACHERS SCOLD CHILDREN 515,527			CHILDREN SCOLD TEACHERS 543,557			POLICEMEN SCOLD CHILDREN 519,537		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	5.15	1.39	241.	2.88	1.60	241.	5.15	1.58	241.	3.19	1.69
SES 1	134.	4.80	1.52	134.	3.02	1.60	134.	4.85	1.61	134.	3.46	1.70
SES 2	107.	5.49	1.27	107.	2.75	1.60	107.	5.44	1.55	107.	2.92	1.68
GIRLS	108.	5.01	1.36	108.	3.33	1.53	108.	5.10	1.47	108.	3.23	1.59
BOYS	133.	5.28	1.43	133.	2.74	1.66	133.	5.19	1.68	133.	3.15	1.79
GRADE 6, TOTAL	260.	5.24	1.39	260.	2.17	1.37	260.	5.06	1.71	260.	2.56	1.57
SES 1	154.	4.90	1.42	154.	2.44	1.46	154.	4.79	1.67	154.	2.81	1.57
SES 2	106.	5.59	1.35	106.	1.91	1.28	106.	5.34	1.75	106.	2.31	1.56
GIRLS	113.	5.09	1.53	113.	2.13	1.35	113.	5.02	1.71	113.	2.55	1.64
BOYS	147.	5.39	1.25	147.	2.21	1.39	147.	5.11	1.71	147.	2.57	1.49
GRADE 8, TOTAL	199.	5.25	1.35	199.	2.03	1.17	199.	5.51	1.48	199.	2.57	1.47
SES 1	96.	4.80	1.53	96.	2.08	1.28	96.	5.30	1.55	96.	2.76	1.65
SES 2	103.	5.69	1.18	103.	1.98	1.07	103.	5.72	1.42	103.	2.38	1.28
GIRLS	102.	5.08	1.61	102.	2.15	1.13	102.	5.56	1.51	102.	2.39	1.40
BOYS	97.	5.42	1.10	97.	1.91	1.22	97.	5.46	1.46	97.	2.76	1.54
TOTAL SES 1	384.	4.83	1.49	384.	2.51	1.45	384.	4.98	1.61	384.	3.01	1.65
TOTAL SES 2	316.	5.59	1.27	316.	2.21	1.32	316.	5.50	1.57	316.	2.54	1.51
TOTAL GIRLS	323.	5.06	1.50	323.	2.44	1.34	323.	5.23	1.57	323.	2.72	1.54
TOTAL BOYS	377.	5.36	1.26	377.	2.29	1.42	377.	5.25	1.61	377.	2.83	1.61
SIGNIFICANT EFFECTS		SES			GRADE			SES			GRADE SES	

GROUP REPORTED	CHILDREN SCOLD POLICEMEN 551,563		
	N	MEAN	S.D.
GRADE 4, TOTAL	241.	4.91	1.69
SES 1	134.	4.54	1.73
SES 2	107.	5.28	1.65
GIRLS	108.	4.68	1.69
BOYS	133.	5.14	1.69
GRADE 6, TOTAL	260.	4.84	1.78
SES 1	154.	4.76	1.70
SES 2	106.	4.93	1.87
GIRLS	113.	4.83	1.76
BOYS	147.	4.86	1.81
GRADE 8, TOTAL	199.	4.92	1.63
SES 1	96.	4.74	1.69
SES 2	103.	5.09	1.57
GIRLS	102.	5.01	1.63
BOYS	97.	4.83	1.63
TOTAL SES 1	384.	4.68	1.71
TOTAL SES 2	316.	5.10	1.70
TOTAL GIRLS	323.	4.84	1.69
TOTAL BOYS	377.	4.94	1.71
SIGNIFICANT EFFECTS		SES	

INDIA

TABLE: PROBLEM FOURTEEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY SET SCORES. ANOVA PROBLEM 14, VARIABLES 1-4. VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	PARENTS HIT CHILDREN 522,530,540,554			CHILDREN HIT CHILDREN 514,536,546,562			PARENTS SCOLD CHILDREN 512,526,534,546			CHILDREN SCOLD CHILDREN 524,532,556,564		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	4.74	1.43	241.	3.82	1.49	241.	4.73	1.31	241.	4.01	1.46
SES 1	134.	4.62	1.57	134.	3.93	1.58	134.	4.67	1.36	134.	4.15	1.56
SES 2	107.	4.86	1.29	107.	3.71	1.39	107.	4.78	1.26	107.	3.87	1.37
GIRLS	108.	4.88	1.40	108.	4.12	1.42	108.	4.73	1.26	108.	4.17	1.44
BOYS	133.	4.60	1.46	133.	3.52	1.55	133.	4.72	1.35	133.	3.83	1.49
GRADE 6, TOTAL	260.	5.04	1.16	260.	3.95	1.35	260.	5.06	1.11	260.	4.01	1.34
SES 1	154.	4.93	1.14	154.	3.82	1.36	154.	4.91	1.09	154.	3.94	1.42
SES 2	106.	5.16	1.18	106.	4.07	1.33	106.	5.21	1.14	106.	4.08	1.25
GIRLS	113.	5.14	1.18	113.	3.99	1.37	113.	5.13	1.07	113.	4.05	1.36
BOYS	147.	4.95	1.14	147.	3.90	1.33	147.	4.98	1.16	147.	3.97	1.31
GRADE 8, TOTAL	199.	4.81	1.36	199.	3.65	1.26	199.	4.80	1.23	199.	3.75	1.28
SES 1	96.	4.80	1.50	96.	3.69	1.40	96.	4.85	1.33	96.	3.76	1.40
SES 2	103.	4.82	1.22	103.	3.62	1.13	103.	4.75	1.13	103.	3.75	1.16
GIRLS	102.	4.59	1.52	102.	3.79	1.36	102.	4.55	1.38	102.	3.68	1.39
BOYS	97.	5.04	1.20	97.	3.51	1.16	97.	5.05	1.08	97.	3.83	1.16
TOTAL SES 1	384.	4.78	1.40	384.	3.81	1.45	384.	4.81	1.26	384.	3.95	1.46
TOTAL SES 2	316.	4.95	1.23	316.	3.80	1.29	316.	4.91	1.18	316.	3.90	1.26
TOTAL GIRLS	323.	4.87	1.37	323.	3.97	1.39	323.	4.81	1.24	323.	3.97	1.40
TOTAL BOYS	377.	4.86	1.27	377.	3.65	1.35	377.	4.92	1.20	377.	3.86	1.32
SIGNIFICANT EFFECTS					SEX			GRADE				

GROUP REPORTED	CHILDREN SCOLD PARENTS 518,542,550,560			TEACHERS SCOLD CHILDREN 516,528			CHILDREN SCOLD TEACHERS 544,558			POLICEMEN SCOLD CHILDREN 520,538		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	3.06	1.61	241.	5.05	1.35	241.	3.10	1.85	241.	4.74	1.54
SES 1	134.	3.45	1.67	134.	5.06	1.42	134.	3.47	1.84	134.	4.68	1.58
SES 2	107.	2.67	1.55	107.	5.04	1.28	107.	2.72	1.85	107.	4.81	1.50
GIRLS	108.	3.33	1.57	108.	5.05	1.37	108.	3.32	1.75	108.	4.75	1.54
BOYS	133.	2.79	1.65	133.	5.04	1.33	133.	2.87	1.95	133.	4.73	1.53
GRADE 6, TOTAL	260.	2.77	1.56	260.	5.16	1.36	260.	2.86	1.80	260.	4.77	1.39
SES 1	154.	3.05	1.61	154.	5.07	1.29	154.	2.92	1.71	154.	4.56	1.41
SES 2	106.	2.49	1.51	106.	5.24	1.43	106.	2.79	1.90	106.	4.97	1.36
GIRLS	113.	3.02	1.72	113.	5.21	1.33	113.	3.33	1.93	113.	4.71	1.35
BOYS	147.	2.52	1.40	147.	5.10	1.39	147.	2.69	1.67	147.	4.82	1.43
GRADE 8, TOTAL	199.	2.92	1.58	199.	4.97	1.42	199.	2.75	1.80	199.	4.55	1.47
SES 1	96.	3.01	1.66	96.	5.08	1.49	96.	2.53	1.88	96.	4.54	1.61
SES 2	103.	2.83	1.50	103.	4.86	1.35	103.	2.97	1.71	103.	4.57	1.34
GIRLS	102.	3.31	1.83	102.	4.83	1.56	102.	3.00	2.01	102.	4.65	1.56
BOYS	97.	2.53	1.32	97.	5.12	1.28	97.	2.50	1.58	97.	4.46	1.38
TOTAL SES 1	384.	3.17	1.65	384.	5.07	1.40	384.	2.98	1.81	384.	4.59	1.53
TOTAL SES 2	316.	2.66	1.52	316.	5.05	1.35	316.	2.83	1.82	316.	4.78	1.4
TOTAL GIRLS	323.	3.22	1.71	323.	5.03	1.42	323.	3.12	1.90	323.	4.71	1.48
TOTAL BOYS	377.	2.62	1.46	377.	5.09	1.34	377.	2.69	1.73	377.	4.67	1.45
SIGNIFICANT EFFECTS		SES	SEX					SEX				

GROUP REPORTED	CHILDREN SCOLD POLICEMEN 552,564		
	N	MEAN	S.D.
GRADE 4, TOTAL	241.	3.29	1.90
SES 1	134.	3.66	1.83
SES 2	107.	2.92	1.97
GIRLS	108.	3.62	1.85
BOYS	133.	2.97	1.96
GRADE 6, TOTAL	260.	3.14	1.91
SES 1	154.	3.27	1.81
SES 2	106.	3.01	2.01
GIRLS	113.	3.22	1.93
BOYS	147.	3.05	1.89
GRADE 8, TOTAL	199.	3.10	1.68
SES 1	96.	2.81	1.72
SES 2	103.	3.38	1.63
GIRLS	102.	3.36	1.78
BOYS	97.	2.84	1.57
TOTAL SES 1	384.	3.25	1.79
TOTAL SES 2	316.	3.10	1.87
TOTAL GIRLS	323.	3.40	1.85
TOTAL BOYS	377.	2.95	1.81
SIGNIFICANT EFFECTS		SEX	

TABLE: PROBLEM ELEVEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY SEX SCORES. ANOVA PROBLEM 11, VARIABLES 1-4. AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	MALE ATTAKCING MALE 511,519,531,535, 539,541,563			MALF ATTACKING FEMALE 517,523,529,533,537,561			FEMALE ATTACKING MALE 513,545,549,551,553,555			FEMALE ATTAKCING FEMALE 521,525,547,557,565		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	3.96	1.16	241.	3.92	1.33	241.	4.13	1.28	241.	3.96	1.33
SES 1	134.	3.92	1.25	134.	4.04	1.39	134.	4.10	1.29	134.	3.97	1.42
SES 2	107.	4.00	1.07	107.	3.81	1.27	107.	4.16	1.27	107.	3.94	1.25
GIRLS	108.	3.88	1.13	108.	3.98	1.30	108.	4.07	1.18	108.	3.69	1.32
BOYS	133.	4.04	1.19	133.	3.87	1.36	133.	4.19	1.37	133.	4.03	1.34
GRADE 6, TOTAL	260.	3.55	1.04	260.	3.35	1.19	260.	3.91	1.12	260.	3.68	1.13
SES 1	154.	3.57	1.06	154.	3.50	1.22	154.	3.83	1.16	154.	3.57	1.16
SES 2	106.	3.54	1.02	106.	3.21	1.17	106.	3.98	1.09	106.	3.78	1.10
GIRLS	113.	3.47	1.16	113.	3.25	1.23	113.	3.71	1.22	113.	3.57	1.25
BOYS	147.	3.64	0.92	147.	3.46	1.16	147.	4.10	1.02	147.	3.78	1.01
GRADE 8, TOTAL	199.	3.68	0.92	199.	3.34	1.05	199.	3.79	0.97	199.	3.54	0.99
SES 1	96.	3.69	0.93	96.	3.10	1.11	96.	3.61	1.05	96.	3.44	0.99
SES 2	103.	3.66	0.90	103.	3.58	0.99	103.	3.98	0.88	103.	3.64	1.03
GIRLS	102.	3.62	0.97	102.	3.52	1.00	102.	3.67	1.06	102.	3.47	1.06
BOYS	97.	3.73	0.86	97.	3.17	1.09	97.	3.92	0.88	97.	3.61	0.93
TOTAL SES 1	384.	3.72	1.08	384.	3.55	1.24	384.	3.85	1.17	384.	3.66	1.19
TOTAL SES 2	316.	3.73	1.00	316.	3.53	1.14	316.	4.04	1.08	316.	3.79	1.12
TOTAL GIRLS	323.	3.65	1.09	323.	3.58	1.18	323.	3.82	1.15	323.	3.65	1.21
TOTAL BOYS	377.	3.80	0.99	377.	3.50	1.21	377.	4.07	1.09	377.	3.81	1.09
SIGNIFICANT EFFECTS		GRADE			GRADE			GRADE			GRADE	

TABLE: PROBLEM FIFTEEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY SEX SCORES. ANOVA PROBLEM 15, VARIABLES 1-4. VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	MALE ATTAKCING MALE 512,520,532,536, 540,542,564			MALF ATTACKING FEMALE 518,523,529,534,538,562			FEMALE ATTACKING MALE 514,546,550,552,554,556			FEMALE ATTAKCING FEMALE 522,526,548,560,565		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	4.12	1.16	241.	4.19	1.24	241.	3.91	1.31	241.	4.10	1.34
SES 1	134.	4.21	1.30	134.	4.24	1.38	134.	4.07	1.40	134.	4.20	1.49
SES 2	107.	4.03	1.02	107.	4.13	1.10	107.	3.75	1.23	107.	4.03	1.18
GIRLS	108.	4.31	1.19	108.	4.28	1.23	108.	4.15	1.21	108.	4.27	1.43
BOYS	133.	3.93	1.14	133.	4.09	1.25	133.	3.67	1.42	133.	3.92	1.28
GRADE 6, TOTAL	260.	4.18	0.96	260.	4.30	1.06	260.	3.85	1.15	260.	4.28	1.12
SES 1	154.	4.17	0.99	154.	4.15	1.14	154.	3.97	1.22	154.	4.16	1.15
SES 2	106.	4.19	0.93	106.	4.45	0.98	106.	3.72	1.08	106.	4.41	1.09
GIRLS	113.	4.29	1.02	113.	4.30	1.05	113.	4.05	1.21	113.	4.30	1.17
BOYS	147.	4.07	0.89	147.	4.30	1.08	147.	3.64	1.09	147.	4.27	1.07
GRADE 8, TOTAL	199.	3.89	0.88	199.	4.13	1.06	199.	3.89	1.10	199.	4.04	1.04
SES 1	96.	3.78	1.01	96.	4.20	1.19	96.	3.93	1.21	96.	4.07	1.17
SES 2	103.	4.00	0.75	103.	4.06	0.93	103.	3.85	0.99	103.	4.03	0.90
GIRLS	102.	3.95	0.98	102.	4.06	1.07	102.	4.00	1.17	102.	4.03	1.11
BOYS	97.	3.84	0.78	97.	4.19	1.04	97.	3.78	1.03	97.	4.04	0.97
TOTAL SES 1	384.	4.05	1.10	384.	4.20	1.24	384.	3.99	1.27	384.	4.14	1.27
TOTAL SES 2	316.	4.07	0.90	316.	4.22	1.00	316.	3.77	1.10	316.	4.14	1.06
TOTAL GIRLS	323.	4.18	1.06	323.	4.21	1.11	323.	4.07	1.20	323.	4.20	1.23
TOTAL BOYS	377.	3.94	0.94	377.	4.20	1.12	377.	3.70	1.18	377.	4.08	1.10
SIGNIFICANT EFFECTS		SEX						SEX				

MEAN PEER AGGRESSION RATINGS FOR SEX INDICES

Figure P 11 - SEX

INDIA

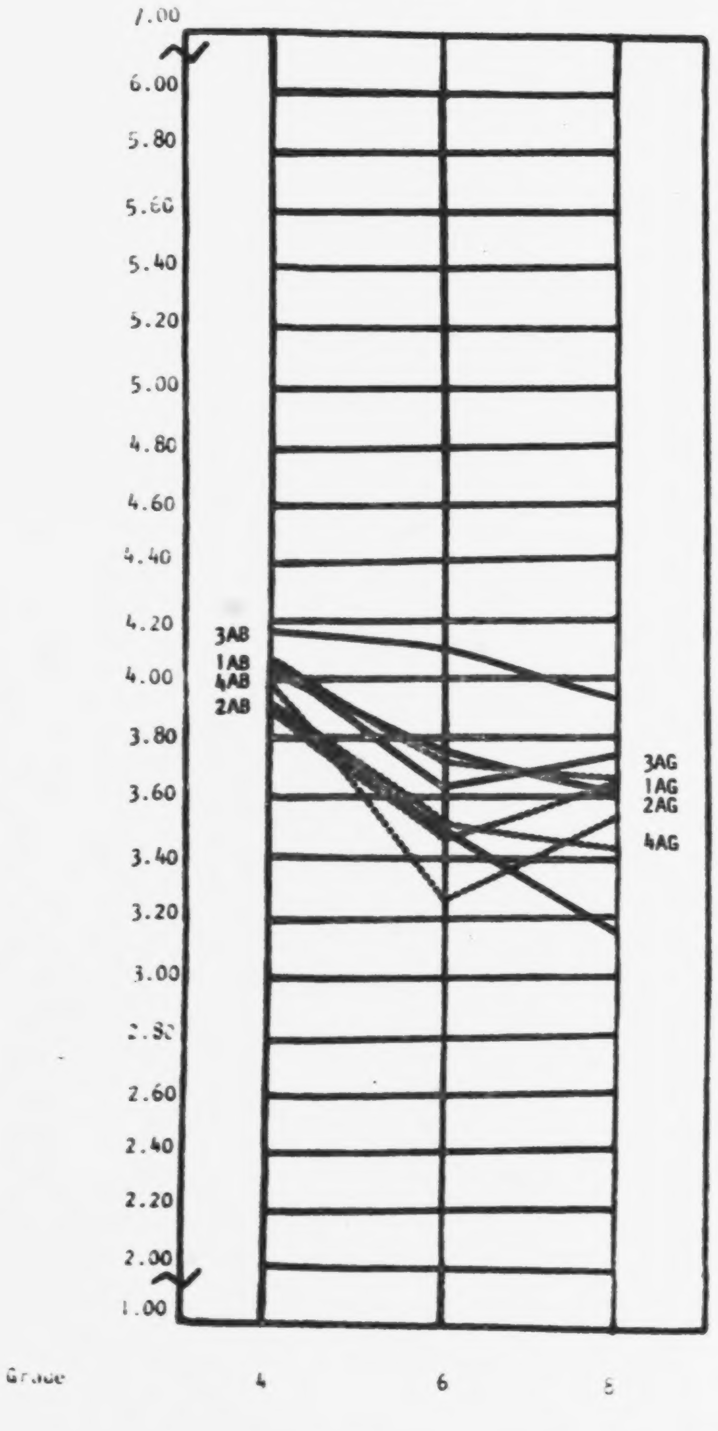
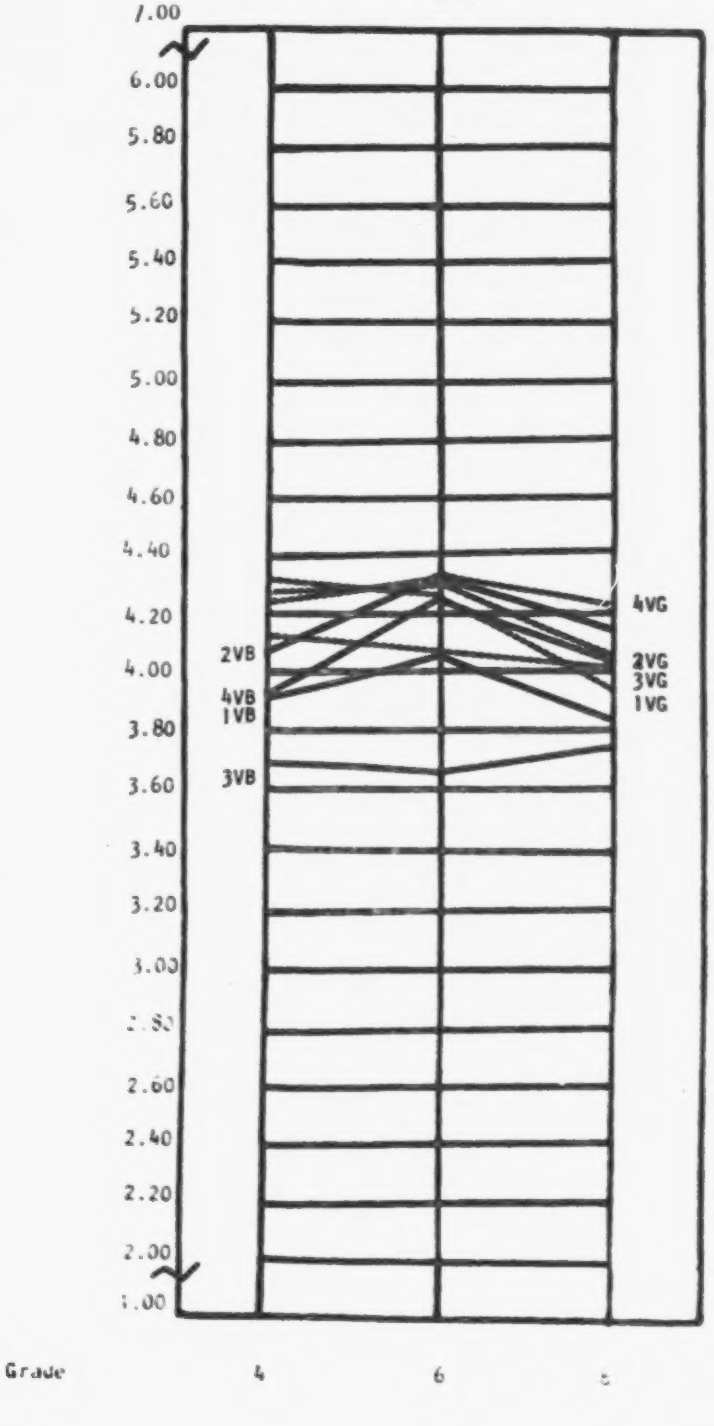


Figure P 15 - SEX

INDIA



1 = MALES ATTACK MALES
2 = MALES ATTACK FEMALES
3 = FEMALES ATTACK MALES
4 = FEMALES ATTACK FEMALES
A = AGGRESSORS' RATINGS
V = VICTIMS' RATINGS
B = BOYS' RATINGS
G = GIRLS' RATINGS

INDIA

TABLE: PROBLEM NINE
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANUVA PROBLEM 9.
ITEM - HOW WRONG IS THE (AGGRESSOR).

AGGRESSOR RATING.

GROUP REPORTED	FATHER HITTING SON 539			FATHER HITTING DAUGHTER 529			MOTHER HITTING SON 553			MOTHER HITTING DAUGHTER 521		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	3.34	2.15	241.	3.18	1.99	241.	3.20	2.09	241.	2.84	1.83
SES 1	134.	3.50	2.09	134.	3.48	1.99	134.	3.37	2.07	134.	3.08	1.85
SES 2	107.	3.18	2.20	107.	2.88	1.99	107.	3.03	2.10	107.	2.63	1.81
GIRLS	108.	3.30	2.03	108.	3.21	1.97	108.	3.32	2.04	108.	2.87	1.73
BOYS	133.	3.37	2.26	133.	3.15	2.01	133.	3.09	2.13	133.	2.81	1.93
GRADE 6, TOTAL	260.	2.25	1.66	260.	2.48	1.77	260.	2.54	1.92	260.	2.28	1.65
SES 1	154.	2.49	1.75	154.	2.83	1.84	154.	2.66	1.88	154.	2.44	1.72
SES 2	106.	2.02	1.58	106.	2.13	1.71	106.	2.43	1.95	106.	2.12	1.58
GIRLS	113.	2.26	1.71	113.	2.37	1.69	113.	2.37	1.84	113.	2.17	1.59
BOYS	147.	2.24	1.62	147.	2.60	1.85	147.	2.71	2.00	147.	2.43	1.71
GRADE 8, TOTAL	199.	2.47	1.78	199.	2.86	1.90	199.	2.46	1.70	199.	2.33	1.73
SES 1	96.	2.39	1.84	96.	2.88	1.92	96.	2.16	1.62	96.	2.22	1.71
SES 2	103.	2.54	1.72	103.	2.84	1.89	103.	2.76	1.78	103.	2.44	1.75
GIRLS	102.	2.56	1.89	102.	3.26	2.18	102.	2.50	1.94	102.	2.48	2.01
BOYS	97.	2.38	1.67	97.	2.47	1.63	97.	2.42	1.47	97.	2.18	1.47
TOTAL SES 1	384.	2.79	1.89	384.	3.07	1.92	384.	2.73	1.86	384.	2.58	1.75
TOTAL SES 2	316.	2.58	1.83	316.	2.62	1.86	316.	2.74	1.95	316.	2.34	1.77
TOTAL GIRLS	323.	2.71	1.88	323.	2.95	1.95	323.	2.73	1.94	323.	2.51	1.78
TOTAL BOYS	377.	2.66	1.85	377.	2.74	1.83	377.	2.74	1.87	377.	2.46	1.68
SIGNIFICANT EFFECTS		GRADE						GRADE			GRADE	

GROUP REPORTED	BOY HITTING BOY 535			BOY HITTING GIRL 561			GIRL HITTING BOY 513			GIRL HITTING GIRL 547		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	4.40	1.98	241.	4.45	2.03	241.	4.16	1.95	241.	4.55	1.97
SES 1	134.	4.47	1.91	134.	4.33	2.00	134.	4.18	1.82	134.	4.58	2.04
SES 2	107.	4.33	2.04	107.	4.57	2.05	107.	4.13	2.08	107.	4.51	1.91
GIRLS	108.	4.27	2.00	108.	4.46	1.99	108.	4.04	1.95	108.	4.31	1.95
BOYS	133.	4.54	1.96	133.	4.44	2.06	133.	4.27	1.95	133.	4.79	2.07
GRADE 6, TOTAL	260.	4.05	1.99	260.	4.26	2.15	260.	4.31	1.92	260.	4.38	2.06
SES 1	154.	3.94	1.88	154.	4.24	2.00	154.	4.27	1.69	154.	4.64	2.11
SES 2	106.	4.17	2.10	106.	4.27	2.31	106.	4.35	1.94	106.	4.72	2.07
GIRLS	113.	3.65	1.97	113.	4.16	2.13	113.	3.79	1.95	113.	4.22	2.36
BOYS	147.	4.46	2.01	147.	4.35	2.17	147.	4.82	1.88	147.	4.54	2.07
GRADE 8, TOTAL	199.	4.44	1.86	199.	4.15	2.09	199.	3.94	1.99	199.	4.60	1.89
SES 1	96.	4.49	1.93	96.	3.50	2.31	96.	3.64	2.15	96.	4.42	1.95
SES 2	103.	4.39	1.78	103.	4.81	1.86	103.	4.23	1.84	103.	4.77	1.84
GIRLS	102.	4.34	1.88	102.	4.41	2.04	102.	3.42	2.01	102.	4.43	1.96
BOYS	97.	4.53	1.83	97.	3.90	2.14	97.	4.46	1.98	97.	4.77	1.83
TOTAL SES 1	384.	4.30	1.91	384.	4.03	2.10	384.	4.03	1.75	384.	4.35	2.03
TOTAL SES 2	316.	4.29	1.98	316.	4.55	2.07	316.	4.24	1.95	316.	4.67	1.97
TOTAL GIRLS	323.	4.08	1.95	323.	4.34	2.05	323.	3.75	1.97	323.	4.32	1.98
TOTAL BOYS	377.	4.51	1.93	377.	4.23	2.12	377.	4.52	1.94	377.	4.70	1.96
SIGNIFICANT EFFECTS		SEX										

TABLE: PROBLEM NINE

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 9.
ITEM - HOW WRONG IS THE (AGGRESSOR).

AGGRESSOR RATING.

GROUP REPORTED	FATHER SCOLDING SON 511			FATHER SCOLDING DAUGHTER 533			MOTHER SCOLDING SON 545			MOTHER SCOLDING DAUGHTER 525		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	3.23	1.95	241.	3.24	2.01	241.	3.14	2.16	241.	2.97	1.89
SES 1	134.	3.27	1.84	134.	3.55	2.03	134.	3.43	2.12	134.	3.26	1.85
SES 2	107.	3.19	2.05	107.	2.93	1.98	107.	2.85	2.21	107.	2.69	1.91
GIRLS	108.	3.12	1.98	108.	3.45	1.95	108.	3.22	2.12	108.	3.11	1.83
BOYS	133.	3.34	1.92	133.	3.02	2.06	133.	3.06	2.21	133.	2.84	1.94
GRADE 6, TOTAL	260.	2.39	1.72	260.	2.23	1.71	260.	2.31	1.76	260.	2.32	1.66
SES 1	154.	2.67	1.77	154.	2.50	1.69	154.	2.48	1.78	154.	2.61	1.77
SES 2	106.	2.12	1.67	106.	1.97	1.73	106.	2.13	1.73	106.	2.02	1.55
GIRLS	113.	2.23	1.71	113.	2.17	1.60	113.	2.33	1.82	113.	2.32	1.74
BOYS	147.	2.56	1.73	147.	2.30	1.83	147.	2.29	1.69	147.	2.31	1.58
GRADE 8, TOTAL	199.	1.71	1.24	199.	2.44	1.79	199.	2.10	1.53	199.	1.82	1.22
SES 1	96.	1.68	1.42	96.	2.68	1.97	96.	2.31	1.69	96.	1.83	1.36
SES 2	103.	1.74	1.05	103.	2.20	1.62	103.	1.90	1.37	103.	1.81	1.09
GIRLS	102.	1.50	1.07	102.	2.92	2.10	102.	2.44	1.87	102.	1.85	1.34
BOYS	97.	1.91	1.40	97.	1.96	1.48	97.	1.76	1.19	97.	1.79	1.10
TOTAL SES 1	384.	2.54	1.68	384.	2.91	1.90	384.	2.74	1.86	384.	2.57	1.66
TOTAL SES 2	316.	2.35	1.59	316.	2.37	1.78	316.	2.29	1.77	316.	2.17	1.52
TOTAL GIRLS	323.	2.28	1.59	323.	2.85	1.89	323.	2.66	1.94	323.	2.43	1.64
TOTAL BOYS	377.	2.60	1.68	377.	2.43	1.79	377.	2.37	1.70	377.	2.31	1.54
SIGNIFICANT EFFECTS	GRADE SEX			GRADE SES			GRADE SES			SES		

GROUP REPORTED	BOY SCOLDING BOY 531			BOY SCOLDING GIRL 523			GIRL SCOLDING BOY 555			GIRL SCOLDING GIRL 565		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	3.86	2.05	241.	3.92	2.13	241.	4.19	2.11	241.	4.34	2.07
SES 1	134.	3.99	2.03	134.	4.02	2.04	134.	4.21	2.08	134.	4.20	2.04
SES 2	107.	3.73	2.06	107.	3.82	2.21	107.	4.17	2.15	107.	4.48	2.10
GIRLS	108.	3.89	1.95	108.	4.08	2.10	108.	4.14	2.02	108.	4.22	2.04
BOYS	133.	3.83	2.15	133.	3.76	2.15	133.	4.24	2.20	133.	4.45	2.10
GRADE 6, TOTAL	260.	3.50	1.97	260.	3.39	2.00	260.	4.07	2.10	260.	4.15	1.99
SES 1	154.	3.50	1.96	154.	3.69	2.00	154.	3.72	2.01	154.	3.87	1.97
SES 2	106.	3.50	1.98	106.	3.08	2.00	106.	4.43	2.19	106.	4.45	2.02
GIRLS	113.	3.55	2.04	113.	3.33	1.96	113.	3.89	2.03	113.	3.86	2.04
BOYS	147.	3.44	1.90	147.	3.45	2.03	147.	4.26	2.16	147.	4.46	1.95
GRADE 8, TOTAL	199.	3.99	1.88	199.	3.15	1.91	199.	3.80	1.95	199.	3.96	2.06
SES 1	96.	4.24	2.14	96.	2.76	1.94	96.	3.75	2.19	96.	4.08	2.16
SES 2	103.	3.74	1.62	103.	3.54	1.88	103.	3.86	1.72	103.	3.83	1.84
GIRLS	102.	4.19	1.96	102.	2.79	1.78	102.	3.47	2.01	102.	4.13	2.04
BOYS	97.	3.79	1.80	97.	3.51	2.03	97.	4.14	1.89	97.	3.79	1.96
TOTAL SES 1	384.	3.91	2.04	384.	3.49	1.99	384.	3.89	2.09	384.	4.05	2.06
TOTAL SES 2	316.	3.66	1.88	316.	3.48	2.03	316.	4.15	2.02	316.	4.25	1.99
TOTAL GIRLS	323.	3.88	1.98	323.	3.40	1.95	323.	3.83	2.02	323.	4.07	2.04
TOTAL BOYS	377.	3.69	1.95	377.	3.57	2.07	377.	4.21	2.08	377.	4.23	2.03
SIGNIFICANT EFFECTS	GRADE			GRADE			SES			SES		

INDIA

TABLE: PROBLEM NINE

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 9, AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	BOY SCOLDING FATHER 541			BOY SCOLDING MOTHER 517			GIRL SCOLDING FATHER 549			GIRL SCOLDING MOTHER 559		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	5.11	1.67	241.	5.27	1.70	241.	5.16	1.77	241.	5.10	1.83
SES 1	134.	4.63	1.88	134.	5.03	1.83	134.	4.83	1.94	134.	4.75	1.94
SES 2	107.	5.60	1.45	107.	5.51	1.57	107.	5.49	1.59	107.	5.45	1.73
GIRLS	108.	4.94	1.74	108.	5.17	1.72	108.	5.03	1.81	108.	4.95	1.85
BOYS	133.	5.29	1.60	133.	5.37	1.68	133.	5.29	1.73	133.	5.25	1.82
GRADE 6, TOTAL	260.	5.26	1.87	260.	5.25	1.77	260.	5.31	1.81	260.	5.24	1.82
SES 1	154.	4.91	1.88	154.	4.91	1.74	154.	4.99	1.88	154.	4.88	1.89
SES 2	106.	5.60	1.86	106.	5.58	1.79	106.	5.63	1.75	106.	5.60	1.75
GIRLS	113.	5.01	2.01	113.	5.06	1.82	113.	5.06	1.99	113.	5.30	1.79
BOYS	147.	5.50	1.73	147.	5.43	1.71	147.	5.56	1.63	147.	5.17	1.85
GRADE 8, TOTAL	199.	5.56	1.75	199.	4.90	2.15	199.	5.59	1.73	199.	5.02	1.91
SES 1	96.	5.31	1.81	96.	4.09	2.51	96.	5.22	1.98	96.	4.67	2.05
SES 2	103.	5.82	1.69	103.	5.71	1.79	103.	5.95	1.48	103.	5.36	1.77
GIRLS	102.	5.42	1.92	102.	4.99	2.09	102.	5.49	1.90	102.	4.49	2.35
BOYS	97.	5.71	1.57	97.	4.82	2.20	97.	5.68	1.55	97.	5.54	1.46
TOTAL SES 1	384.	4.95	1.86	384.	4.68	2.03	384.	5.01	1.93	384.	4.77	1.96
TOTAL SES 2	316.	5.67	1.67	316.	5.60	1.72	316.	5.69	1.61	316.	5.47	1.75
TOTAL GIRLS	323.	5.12	1.89	323.	5.07	1.88	323.	5.19	1.90	323.	4.92	2.00
TOTAL BOYS	377.	5.50	1.64	377.	5.21	1.87	377.	5.51	1.64	377.	5.32	1.71
SIGNIFICANT EFFECTS		GRADE	SES		SES			GRADE	SES		GRADE	SES

GROUP REPORTED	TEACHER SCOLDING BOY 515			TEACHER SCOLDING GIRL 527			BOY SCOLDING TEACHER 557			GIRL SCOLDING TEACHER 543		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	2.93	1.94	241.	2.84	1.88	241.	5.14	1.85	241.	5.15	1.76
SES 1	134.	3.03	1.93	134.	3.00	1.89	134.	4.81	1.98	134.	4.88	1.80
SES 2	107.	2.82	1.95	107.	2.68	1.87	107.	5.47	1.72	107.	5.42	1.72
GIRLS	108.	3.10	2.01	108.	2.95	1.84	108.	5.02	1.80	108.	5.18	1.69
BOYS	133.	2.75	1.88	133.	2.73	1.92	133.	5.26	1.91	133.	5.13	1.83
GRADE 6, TOTAL	260.	2.19	1.65	260.	2.15	1.60	260.	4.97	2.00	260.	5.16	1.85
SES 1	154.	2.48	1.80	154.	2.39	1.78	154.	4.70	1.95	154.	4.88	1.85
SES 2	106.	1.90	1.50	106.	1.91	1.42	106.	5.25	2.05	106.	5.43	1.86
GIRLS	113.	2.22	1.61	113.	2.05	1.48	113.	5.09	1.92	113.	4.95	1.90
BOYS	147.	2.17	1.69	147.	2.25	1.72	147.	4.86	2.08	147.	5.36	1.81
GRADE 8, TOTAL	199.	1.82	1.38	199.	2.24	1.51	199.	5.55	1.78	199.	5.47	1.87
SES 1	96.	1.59	1.30	96.	2.57	1.89	96.	5.39	1.85	96.	5.20	1.97
SES 2	103.	2.05	1.47	103.	1.91	1.12	103.	5.72	1.71	103.	5.73	1.77
GIRLS	102.	1.62	1.14	102.	2.68	1.78	102.	5.67	1.88	102.	5.44	1.90
BOYS	97.	2.02	1.63	97.	1.81	1.24	97.	5.44	1.68	97.	5.49	1.84
TOTAL SES 1	384.	2.37	1.68	384.	2.66	1.86	384.	4.97	1.93	384.	4.99	1.87
TOTAL SES 2	316.	2.26	1.64	316.	2.17	1.47	316.	5.48	1.83	316.	5.53	1.78
TOTAL GIRLS	323.	2.31	1.58	323.	2.56	1.70	323.	5.26	1.87	323.	5.19	1.83
TOTAL BOYS	377.	2.32	1.73	377.	2.26	1.63	377.	5.18	1.89	377.	5.33	1.82
SIGNIFICANT EFFECTS		GRADE			GRADE			SES			SES	

INDIA

TABLE: PROBLEM NINE
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 9, AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	POLICEMAN SCOLDING BOY 519			POLICEMAN SCOLDING GIRL 537			BOY SCOLDING POLICEMAN 563			GIRL SCOLDING POLICEMAN 551		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	2.91	1.84	241.	3.48	2.07	241.	4.90	1.87	241.	4.92	1.91
SES 1	134.	3.14	1.90	134.	3.79	2.06	134.	4.48	2.00	134.	4.60	2.01
SES 2	107.	2.68	1.77	107.	3.17	2.08	107.	5.32	1.74	107.	5.23	1.80
GIRLS	108.	2.96	1.71	108.	3.51	1.99	108.	4.71	1.89	108.	4.66	1.95
BOYS	133.	2.85	1.97	133.	3.45	2.15	133.	5.09	1.85	133.	5.18	1.86
GRADE 6. TOTAL	260.	2.60	1.81	260.	2.52	1.81	260.	4.79	2.04	260.	4.90	2.02
SES 1	154.	2.81	1.80	154.	2.82	1.91	154.	4.65	1.98	154.	4.87	1.89
SES 2	106.	2.40	1.82	106.	2.21	1.71	106.	4.93	2.11	106.	4.92	2.15
GIRLS	113.	2.69	1.90	113.	2.41	1.77	113.	4.86	1.93	113.	4.80	2.04
BOYS	147.	2.52	1.72	147.	2.62	1.85	147.	4.72	2.16	147.	5.00	2.00
GRADE 8, TOTAL	199.	2.58	1.80	199.	2.56	1.84	199.	4.97	2.00	199.	4.86	2.07
SES 1	96.	2.80	2.12	96.	2.72	2.02	96.	4.90	2.07	96.	4.58	2.17
SES 2	103.	2.36	1.48	103.	2.40	1.67	103.	5.04	1.93	103.	5.14	1.96
GIRLS	102.	2.03	1.46	102.	2.75	1.86	102.	5.29	1.94	102.	4.72	2.19
BOYS	97.	3.14	2.14	97.	2.37	1.83	97.	4.65	2.06	97.	5.00	1.94
TOTAL SES 1	384.	2.92	1.94	384.	3.11	2.00	384.	4.68	2.01	384.	4.59	2.02
TOTAL SES 2	316.	2.48	1.69	316.	2.59	1.82	316.	5.10	1.93	316.	5.10	1.97
TOTAL GIRLS	323.	2.56	1.69	323.	2.89	1.87	323.	4.95	1.92	323.	4.73	2.06
TOTAL BOYS	377.	2.84	1.94	377.	2.81	1.94	377.	4.82	2.02	377.	5.06	1.93
SIGNIFICANT EFFECTS					GRADE SES			SES			SES	

TABLE: PROBLEM THIRTEEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 13, VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

	FATHER HITTING SON 540			FATHER HITTING DAUGHTER 510			MOTHER HITTING SON 554			MOTHER HITTING DAUGHTER 522		
GROUP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	4.71	1.94	241.	4.80	1.89	241.	4.65	1.96	241.	4.68	1.70
SES 1	134.	4.63	2.01	134.	4.63	2.07	134.	4.63	1.96	134.	4.57	1.88
SES 2	107.	4.79	1.88	107.	4.98	1.72	107.	4.66	1.96	107.	5.08	1.52
GIRLS	108.	4.87	1.84	108.	4.96	1.86	108.	4.83	1.84	108.	4.73	1.64
BOYS	133.	4.56	2.04	133.	4.65	1.95	133.	4.46	2.07	133.	4.82	1.75
GRADE 6, TOTAL	260.	5.07	1.54	260.	5.10	1.57	260.	4.80	1.75	260.	5.29	1.4[illegible]
SES 1	154.	5.06	1.52	154.	4.83	1.59	154.	4.71	1.75	154.	5.18	1.43
SES 2	106.	5.08	1.56	106.	5.36	1.55	106.	4.89	1.75	106.	5.39	1.36
GIRLS	113.	5.18	1.45	113.	5.17	1.38	113.	4.98	1.62	113.	5.3[illegible]	1.39
BOYS	147.	4.96	1.63	147.	5.02	1.76	147.	4.62	1.88	147.	5.27	1.41
GRADE 8, TOTAL	199.	4.90	1.87	199.	4.64	1.87	199.	4.81	1.85	199.	4.99	1.67
SES 1	96.	4.78	2.06	96.	4.48	2.15	96.	5.01	1.80	96.	5.04	1.73
SES 2	103.	5.03	1.69	103.	4.81	1.60	103.	4.61	1.91	103.	4.94	1.62
GIRLS	102.	4.82	2.05	102.	4.41	2.04	102.	4.56	2.08	102.	4.64	1.93
BOYS	97.	4.98	1.70	97.	4.88	1.70	97.	5.05	1.63	97.	5.33	1.41
TOTAL SES 1	384.	4.83	1.86	384.	4.64	1.93	384.	4.78	1.83	384.	4.96	1.68
TOTAL SES 2	316.	4.97	1.71	316.	5.05	1.62	316.	4.72	1.87	316.	5.14	1.50
TOTAL GIRLS	323.	4.96	1.78	323.	4.85	1.75	323.	4.79	1.85	323.	4.95	1.65
TOTAL BOYS	377.	4.83	1.79	377.	4.85	1.80	377.	4.71	1.86	377.	5.14	1.53
SIGNIFICANT EFFECTS					SES						GRADE	

	BOY HITTING BOY 536			BOY HITTING GIRL 562			GIRL HITTING BOY 514			GIRL HITTING GIRL 548		
GROUP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	3.80	1.99	241.	3.82	2.17	241.	3.85	2.02	241.	3.88	2.11
SES 1	134.	3.89	2.05	134.	3.90	2.18	134.	4.05	2.05	134.	3.94	2.14
SES 2	107.	3.72	1.93	107.	3.75	2.16	107.	3.65	1.99	107.	3.82	2.08
GIRLS	108.	4.31	1.97	108.	4.02	2.14	108.	3.95	2.09	108.	4.29	2.03
BOYS	133.	3.29	2.01	133.	3.63	2.20	133.	3.75	1.95	133.	3.48	2.17
GRADE 6, TOTAL	260.	4.15	1.88	260.	3.81	2.06	260.	3.86	1.97	260.	4.05	2.02
SES 1	154.	3.93	1.80	154.	3.55	2.02	154.	4.17	1.92	154.	3.73	2.05
SES 2	106.	4.38	1.97	106.	4.07	2.09	106.	3.55	2.02	106.	4.4[illegible]	2.0[illegible]
GIRLS	113.	4.30	1.77	113.	3.62	2.11	113.	4.25	1.85	113.	3.87	2.03
BOYS	147.	4.00	2.00	147.	3.99	2.01	147.	3.47	2.09	147.	4.26	2.01
GRADE 8, TOTAL	199.	3.52	1.83	199.	3.70	1.99	199.	3.87	1.94	199.	3.61	1.98
SES 1	96.	3.48	2.11	96.	3.67	2.11	96.	4.05	2.00	96.	3.64	2.22
SES 2	103.	3.57	1.55	103.	3.73	1.87	103.	3.69	1.87	103.	3.57	1.74
GIRLS	102.	3.53	1.96	102.	3.78	2.06	102.	4.36	1.87	102.	3.59	2.13
BOYS	97.	3.51	1.70	97.	3.63	1.92	97.	3.39	2.00	97.	3.62	1.83
TOTAL SES 1	384.	3.76	1.99	384.	3.71	2.10	384.	4.09	1.99	384.	3.77	2.14
TOTAL SES 2	316.	3.89	1.82	316.	3.85	2.04	316.	3.63	1.96	316.	3.93	1.94
TOTAL GIRLS	323.	4.05	1.90	323.	3.81	2.10	323.	4.18	1.94	323.	3.91	2.06
TOTAL BOYS	377.	3.60	1.90	377.	3.75	2.04	377.	3.53	2.02	377.	3.78	2.01
SIGNIFICANT EFFECTS	GRADE		SEX					SES	SEX			

INDIA

TABLE: PROBLEM THIRTEEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 13, VICTIM RATING.

ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	FATHER SCOLDING SON 512			FATHER SCOLDING DAUGHTER 534			MOTHER SCOLDING SON 545			MOTHER SCOLDING DAUGHTER 526		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	4.51	1.81	241.	4.76	1.81	241.	4.77	1.91	241.	4.95	1.77
SES 1	134.	4.37	1.84	134.	4.77	1.90	134.	4.69	1.96	134.	4.92	1.81
SES 2	107.	4.65	1.79	107.	4.75	1.72	107.	4.84	1.85	107.	4.99	1.73
GIRLS	108.	4.52	1.69	108.	4.54	1.80	108.	4.92	1.73	108.	4.96	1.83
BOYS	133.	4.50	1.94	133.	4.88	1.82	133.	4.62	2.08	133.	4.95	1.71
GRADE 6, TOTAL	260.	5.03	1.57	260.	5.07	1.56	260.	5.00	1.76	260.	5.22	1.50
SES 1	154.	4.94	1.64	154.	4.83	1.51	154.	4.91	1.79	154.	5.05	1.55
SES 2	106.	5.12	1.50	106.	5.32	1.60	106.	5.10	1.73	106.	5.39	1.45
GIRLS	113.	5.15	1.49	113.	5.16	1.42	113.	5.10	1.70	113.	5.22	1.46
BOYS	147.	4.91	1.65	147.	4.98	1.69	147.	4.91	1.82	147.	5.22	1.55
GRADE 8, TOTAL	199.	4.87	1.75	199.	4.57	1.88	199.	4.81	1.84	199.	5.05	1.56
SES 1	96.	5.26	1.66	96.	4.30	2.18	96.	4.76	1.98	96.	5.19	1.66
SES 2	103.	4.48	1.85	103.	4.84	1.58	103.	4.87	1.71	103.	4.91	1.47
GIRLS	102.	4.81	1.83	102.	4.04	2.22	102.	4.41	2.05	102.	5.04	1.65
BOYS	97.	4.92	1.67	97.	5.09	1.54	97.	5.21	1.64	97.	5.06	1.48
TOTAL SES 1	384.	4.86	1.71	384.	4.63	1.87	384.	4.79	1.91	384.	5.06	1.67
TOTAL SES 2	316.	4.75	1.71	316.	4.97	1.63	316.	4.94	1.76	316.	5.09	1.55
TOTAL GIRLS	323.	4.83	1.67	323.	4.61	1.81	323.	4.81	1.83	323.	5.07	1.64
TOTAL BOYS	377.	4.77	1.75	377.	4.98	1.68	377.	4.91	1.84	377.	5.08	1.58
SIGNIFICANT EFFECTS												

GROUP REPORTED	BOY SCOLDING BOY 532			BOY SCOLDING GIRL 524			GIRL SCOLDING BOY 556			GIRL SCOLDING GIRL 566		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	4.34	1.94	241.	4.30	1.94	241.	3.85	2.07	241.	3.65	2.09
SES 1	134.	4.28	2.00	134.	4.36	1.98	134.	4.01	2.06	134.	4.03	2.14
SES 2	107.	4.41	1.88	107.	4.23	1.90	107.	3.69	2.08	107.	3.26	2.03
GIRLS	108.	4.51	1.82	108.	4.38	1.93	108.	4.13	1.91	108.	3.81	2.05
BOYS	133.	4.17	2.06	133.	4.21	1.95	133.	3.56	2.23	133.	3.48	2.12
GRADE 6, TOTAL	260.	4.20	1.86	260.	4.26	1.86	260.	3.71	2.06	260.	3.96	1.99
SES 1	154.	4.22	1.85	154.	4.09	1.95	154.	3.89	2.01	154.	3.66	1.97
SES 2	106.	4.17	1.87	106.	4.44	1.77	106.	3.53	2.10	106.	4.26	2.01
GIRLS	113.	4.25	1.74	113.	4.10	1.87	113.	3.89	2.03	113.	4.06	2.04
BOYS	147.	4.15	1.98	147.	4.43	1.86	147.	3.53	2.08	147.	3.86	1.94
GRADE 8, TOTAL	199.	3.53	1.88	199.	4.30	1.81	199.	3.69	1.95	199.	3.58	1.97
SES 1	96.	3.11	2.07	96.	4.69	1.94	96.	3.81	2.14	96.	3.51	2.20
SES 2	103.	3.95	1.68	103.	3.91	1.68	103.	3.58	1.76	103.	3.65	1.74
GIRLS	102.	3.16	1.94	102.	4.51	1.83	102.	3.73	2.04	102.	3.42	2.06
BOYS	97.	3.90	1.81	97.	4.10	1.79	97.	3.66	1.86	97.	3.73	1.88
TOTAL SES 1	384.	3.87	1.97	384.	4.38	1.95	384.	3.90	2.07	384.	3.73	2.10
TOTAL SES 2	316.	4.18	1.81	316.	4.19	1.79	316.	3.60	1.98	316.	3.72	1.93
TOTAL GIRLS	323.	3.97	1.83	323.	4.33	1.88	323.	3.92	1.99	323.	3.76	2.05
TOTAL BOYS	377.	4.07	1.95	377.	4.24	1.86	377.	3.59	2.06	377.	3.69	1.98
SIGNIFICANT EFFECTS		GRADE									SEX	

INDIA

TABLE: PROBLEM THIRTEEN
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 13, VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	BOY SCOLDING FATHER 542			BOY SCOLDING MOTHER 518			GIRL SCOLDING FATHER 550			GIRL SCOLDING MOTHER 560		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	3.25	2.18	241.	2.84	1.87	241.	3.09	2.09	241.	3.14	2.09
SES 1	134.	3.69	2.27	134.	3.25	2.01	134.	3.48	2.20	134.	3.46	2.13
SES 2	107.	2.81	2.09	107.	2.43	1.73	107.	2.71	1.98	107.	2.83	2.04
GIRLS	108.	3.56	2.21	108.	3.03	1.91	108.	3.42	2.06	108.	3.38	2.04
BOYS	133.	2.94	2.15	133.	2.65	1.83	133.	2.77	2.11	133.	2.90	2.14
GRADE 6, TOTAL	260.	2.80	2.03	260.	2.82	1.98	260.	2.63	1.89	260.	2.89	2.08
SES 1	154.	3.04	2.07	154.	3.13	1.99	154.	2.93	1.94	154.	3.17	2.08
SES 2	106.	2.57	1.99	106.	2.51	1.97	106.	2.34	1.84	106.	2.60	2.09
GIRLS	113.	3.17	2.18	113.	3.04	2.09	113.	2.88	2.03	113.	3.05	2.11
BOYS	147.	2.44	1.89	147.	2.60	1.87	147.	2.39	1.75	147.	2.73	2.05
GRADE 8, TOTAL	199.	2.83	2.17	199.	3.10	2.19	199.	2.88	2.12	199.	2.96	2.05
SES 1	96.	2.71	2.16	96.	3.59	2.33	96.	2.87	2.24	96.	2.96	2.10
SES 2	103.	2.95	2.19	103.	2.61	2.06	103.	2.89	2.00	103.	2.96	2.00
GIRLS	102.	3.15	2.39	102.	3.36	2.37	102.	3.32	2.37	102.	3.47	2.33
BOYS	97.	2.50	1.96	97.	2.84	2.02	97.	2.44	1.87	97.	2.44	1.77
TOTAL SES 1	384.	3.15	2.16	384.	3.32	2.11	384.	3.09	2.12	384.	3.20	2.10
TOTAL SES 2	316.	2.78	2.09	316.	2.52	1.92	316.	2.65	1.94	316.	2.80	2.04
TOTAL GIRLS	323.	3.29	2.26	323.	3.15	2.13	323.	3.21	2.15	323.	3.30	2.16
TOTAL BOYS	377.	2.63	2.00	377.	2.69	1.91	377.	2.53	1.91	377.	2.69	1.99
SIGNIFICANT EFFECTS		SES SEX			SES SEX			SES SEX			SES SEX	

GROUP REPORTED	TEACHER SCOLDING BOY 516			TEACHER SCOLDING GIRL 528			BOY SCOLDING TEACHER 558			GIRL SCOLDING TEACHER 544		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	4.90	1.66	241.	5.19	1.61	241.	3.22	2.09	241.	2.98	2.08
SES 1	134.	5.09	1.59	134.	5.03	1.79	134.	3.61	2.11	134.	3.34	2.12
SES 2	107.	4.72	1.72	107.	5.36	1.43	107.	2.82	2.06	107.	2.62	2.05
GIRLS	108.	4.89	1.70	108.	5.21	1.57	108.	3.41	2.09	108.	3.23	2.03
BOYS	133.	4.91	1.62	133.	5.17	1.65	133.	3.02	2.09	133.	2.73	2.13
GRADE 6, TOTAL	260.	5.26	1.65	260.	5.05	1.61	260.	2.96	2.13	260.	2.75	2.00
SES 1	154.	5.20	1.59	154.	4.94	1.59	154.	2.95	2.05	154.	2.89	1.92
SES 2	106.	5.32	1.70	106.	5.15	1.63	106.	2.96	2.20	106.	2.61	2.07
GIRLS	113.	5.37	1.52	113.	5.04	1.61	113.	2.98	2.20	113.	3.07	2.16
BOYS	147.	5.15	1.78	147.	5.05	1.62	147.	2.93	2.05	147.	2.44	1.83
GRADE 8, TOTAL	199.	5.21	1.53	199.	4.74	1.78	199.	2.69	2.04	199.	2.81	2.14
SES 1	96.	5.47	1.50	96.	4.70	1.96	96.	2.43	2.06	96.	2.54	2.16
SES 2	103.	4.94	1.55	103.	4.78	1.59	103.	2.95	2.03	103.	2.98	2.12
GIRLS	102.	5.34	1.44	102.	4.31	2.10	102.	2.92	2.27	102.	3.08	2.34
BOYS	97.	5.07	1.61	97.	5.17	1.46	97.	2.47	1.81	97.	2.53	1.95
TOTAL SES 1	384.	5.25	1.56	384.	4.89	1.78	384.	3.00	2.07	384.	2.96	2.07
TOTAL SES 2	316.	4.99	1.66	316.	5.10	1.55	316.	2.91	2.10	316.	2.74	2.08
TOTAL GIRLS	323.	5.20	1.55	323.	4.86	1.76	323.	3.10	2.19	323.	3.13	2.18
TOTAL BOYS	377.	5.04	1.67	377.	5.13	1.58	377.	2.81	1.99	377.	2.57	1.97
SIGNIFICANT EFFECTS		GRADE						GRADE			SEX	

INDIA

TABLE: PROBLEM THIRTEEN
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 13, VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	POLICEMAN SCOLDING BOY 520			POLICEMAN SCOLDING GIRL 538			BOY SCOLDING POLICEMAN 564			GIRL SCOLDING POLICEMAN 552		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	4.89	1.67	241.	4.60	1.94	241.	3.33	2.10	241.	3.26	2.14
SES 1	134.	4.81	1.74	134.	4.55	1.97	134.	3.80	2.12	134.	3.53	2.15
SES 2	107.	4.97	1.61	107.	4.64	1.90	107.	2.85	2.08	107.	2.98	2.14
GIRLS	108.	4.87	1.70	108.	4.64	1.82	108.	3.56	2.09	108.	3.67	2.16
BOYS	133.	4.92	1.65	133.	4.55	2.06	133.	3.09	2.11	133.	2.84	2.13
GRADE 6, TOTAL	260.	4.79	1.70	260.	4.74	1.67	260.	3.19	2.14	260.	3.08	2.09
SES 1	154.	4.67	1.80	154.	4.46	1.70	154.	3.30	2.14	154.	3.24	1.99
SES 2	106.	4.90	1.60	106.	5.03	1.64	106.	3.09	2.14	106.	2.92	2.19
GIRLS	113.	4.75	1.73	113.	4.67	1.53	113.	3.20	2.20	113.	3.24	2.12
BOYS	147.	4.82	1.67	147.	4.82	1.81	147.	3.19	2.09	147.	2.92	2.06
GRADE 8, TOTAL	199.	4.67	1.80	199.	4.44	1.92	199.	2.95	1.90	199.	3.25	2.18
SES 1	96.	4.63	1.99	96.	4.44	2.10	96.	2.54	1.91	96.	3.09	2.27
SES 2	103.	4.71	1.61	103.	4.43	1.75	103.	3.36	1.89	103.	3.40	2.09
GIRLS	102.	5.03	1.70	102.	4.27	2.10	102.	3.14	2.09	102.	3.57	2.30
BOYS	97.	4.31	1.91	97.	4.60	1.75	97.	2.75	1.70	97.	2.92	2.06
TOTAL SES 1	384.	4.70	1.84	384.	4.48	1.92	384.	3.21	2.06	384.	3.28	2.14
TOTAL SES 2	316.	4.86	1.61	316.	4.70	1.76	316.	3.10	2.04	316.	3.10	2.14
TOTAL GIRLS	323.	4.88	1.71	323.	4.53	1.82	323.	3.30	2.13	323.	3.49	2.19
TOTAL BOYS	377.	4.68	1.74	377.	4.66	1.87	377.	3.01	1.97	377.	2.89	2.08
SIGNIFICANT EFFECTS											SEX	

INDIA

TABLE: PROBLEM TWELVE

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY STATUS SCORES. ANOVA PROBLEM 12, VARIABLES 1-3. AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	ADULT ATTACKING CHILD 511,515,519,521,525,527, 529,533,537,539,545,553			CHILD ATTACKING ADULT 517,541,543,549,551, 557,559,563			CHILD ATTAKCING CHILD 513,523,531,535,547, 555,561,565		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	3.10	1.40	241.	5.09	1.38	241.	4.22	1.40
SES 1	134.	3.31	1.40	134.	4.75	1.47	134.	4.24	1.38
SES 2	107.	2.88	1.40	107.	5.43	1.29	107.	4.21	1.42
GIRLS	108.	3.16	1.33	108.	4.95	1.33	108.	4.17	1.35
BOYS	133.	3.03	1.47	133.	5.22	1.43	133.	4.28	1.45
GRADE 6, TOTAL	260.	2.35	1.21	260.	5.10	1.42	260.	4.00	1.25
SES 1	154.	2.59	1.28	154.	4.84	1.43	154.	3.90	1.28
SES 2	106.	2.11	1.15	106.	5.36	1.42	106.	4.11	1.22
GIRLS	113.	2.29	1.31	113.	5.01	1.49	113.	3.80	1.45
BOYS	147.	2.40	1.12	147.	5.19	1.36	147.	4.21	1.05
GRADE 8, TOTAL	199.	2.27	1.02	199.	5.23	1.22	199.	3.99	1.08
SES 1	96.	2.31	1.15	96.	4.91	1.34	96.	3.85	1.08
SES 2	103.	2.23	0.89	103.	5.55	1.11	103.	4.14	1.08
GIRLS	102.	2.37	1.11	102.	5.17	1.33	102.	3.89	1.02
BOYS	97.	2.18	0.93	97.	5.29	1.12	97.	4.10	1.14
TOTAL SES 1	384.	2.74	1.27	384.	4.83	1.41	384.	3.99	1.25
TOTAL SES 2	316.	2.41	1.15	316.	5.44	1.27	316.	4.15	1.24
TOTAL GIRLS	323.	2.61	1.25	323.	5.05	1.38	323.	3.95	1.27
TOTAL BOYS	377.	2.54	1.17	377.	5.23	1.30	377.	4.19	1.21
SIGNIFICANT EFFECTS		GRADE.			SES				

TABLE: PROBLEM SIXTEEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY STATUS SCORES. ANOVA PROBLEM 16, VARIABLES 1-3. VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	ADULT ATTACKING CHILD 512,516,520,522,526,528, 530,534,538,540,546,554			CHILD ATTACKING ADULT 518,542,544,550, 552,558,560,564			CHILD ATTAKCING CHILD 514,524,532,536, 548,556,562,566		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	4.79	1.22	241.	3.13	1.61	241.	3.92	1.38
SES 1	134.	4.72	1.32	134.	3.51	1.61	134.	4.04	1.49
SES 2	107.	4.86	1.12	107.	2.74	1.61	107.	3.80	1.28
GIRLS	108.	4.85	1.20	108.	3.40	1.54	108.	4.16	1.35
BOYS	133.	4.74	1.24	133.	2.85	1.68	133.	3.68	1.41
GRADE 6, TOTAL	260.	5.02	1.05	260.	2.88	1.55	260.	3.99	1.25
SES 1	154.	4.89	1.02	154.	3.07	1.56	154.	3.90	1.30
SES 2	106.	5.16	1.08	106.	2.69	1.54	106.	4.09	1.21
GIRLS	113.	5.08	1.05	113.	3.07	1.71	113.	4.03	1.29
BOYS	147.	4.96	1.05	147.	2.69	1.39	147.	3.95	1.21
GRADE 8, TOTAL	199.	4.80	1.12	199.	2.92	1.46	199.	3.71	1.07
SES 1	96.	4.83	1.24	96.	2.84	1.51	96.	3.73	1.19
SES 2	103.	4.77	1.01	103.	3.00	1.42	103.	3.70	0.95
GIRLS	102.	4.64	1.29	102.	3.24	1.68	102.	3.75	1.12
BOYS	97.	4.97	0.95	97.	2.60	1.25	97.	3.68	1.02
TOTAL SES 1	384.	4.81	1.19	384.	3.14	1.56	384.	3.89	1.33
TOTAL SES 2	316.	4.93	1.07	316.	2.81	1.53	316.	3.86	1.15
TOTAL GIRLS	323.	4.86	1.18	323.	3.24	1.64	323.	3.98	1.26
TOTAL BOYS	377.	4.89	1.08	377.	2.71	1.44	377.	3.77	1.21
SIGNIFICANT EFFECTS					SEX				

MEAN PEER AGGRESSION RATINGS FOR STATUS INDICES

Figure P 12 - SEX

INDIA

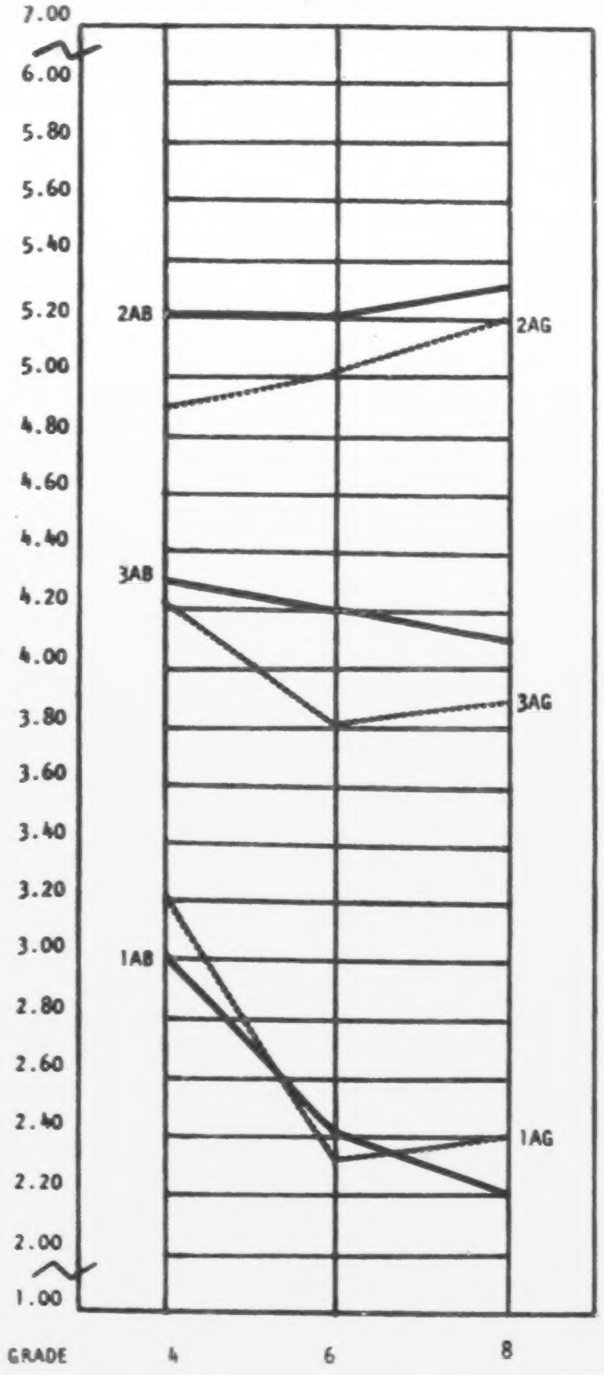
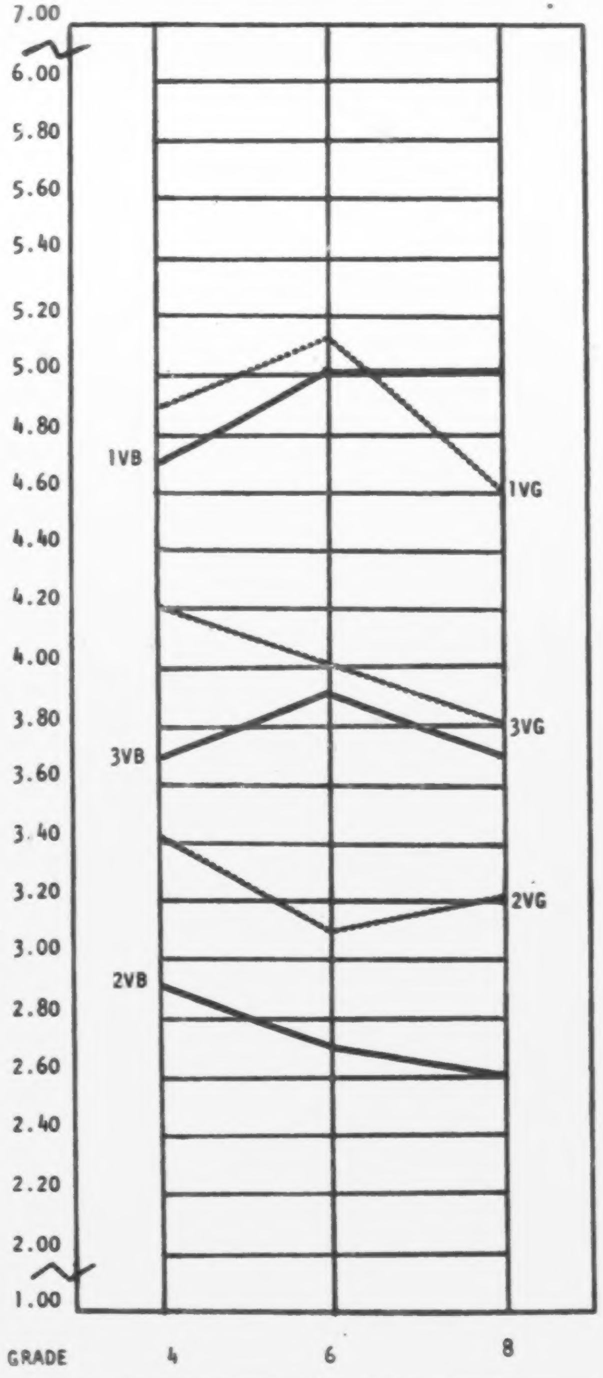


Figure P 16 - SEX

INDIA



1 = ADULTS ATTACK CHILDREN
2 = CHILDREN ATTACK ADULTS
3 = CHILDREN ATTACK CHILDREN
A = AGGRESSORS' RATINGS
V = VICTIMS' RATINGS
B = BOYS' RATINGS
G = GIRLS' RATINGS

MEAN PEER AGGRESSION RATINGS FOR STATUS INDICES

Figure P 12 - SES

INDIA

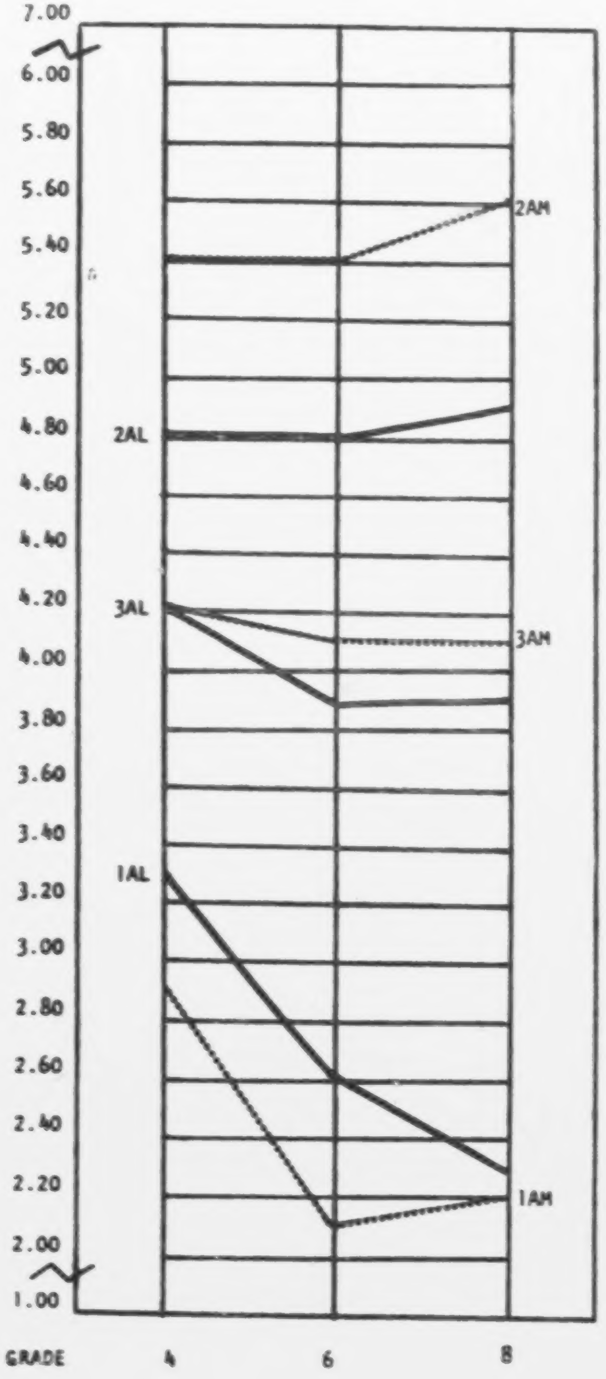
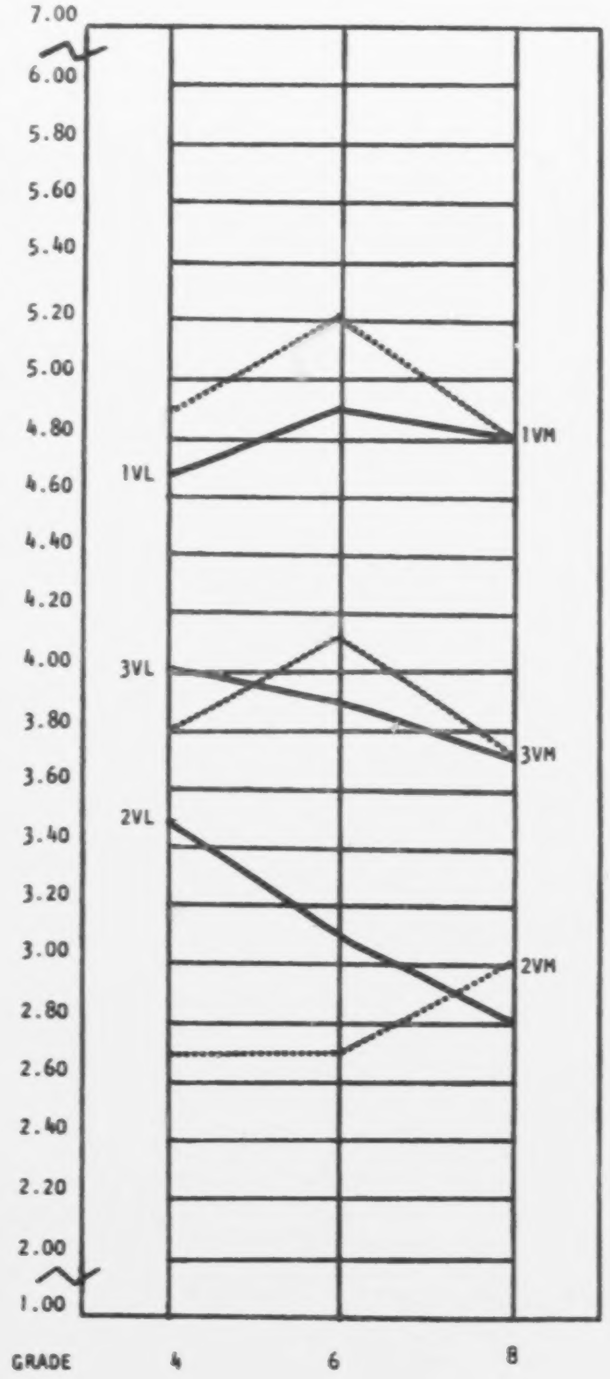


Figure P 16 - SES

INDIA



1 = ADULTS ATTACK CHILDREN
2 = CHILDREN ATTACK ADULTS
3 = CHILDREN ATTACK CHILDREN
A = AGGRESSORS' RATINGS
V = VICTIMS' RATINGS
L = LOW SES
M = MIDDLE SES

INDIA

TABLE: PROBLEM TEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PA4 INDICES.

SUMMARY SET SCORES. ANOVA PROBLEM 10, VARIABLES 1-4. AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	PARENTS HIT CHILDREN 521,529,539,553			CHILDREN HIT CHILDREN 513,535,547,561			PARENTS SCOLD CHILDREN 511,525,533,545			CHILDREN SCOLD CHILDREN 523,531,555,565		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	3.12	1.63	241.	4.37	1.43	241.	3.12	1.46	241.	4.05	1.56
SES 1	134.	3.34	1.64	134.	4.37	1.37	134.	3.36	1.43	134.	4.08	1.57
SES 2	107.	2.91	1.62	107.	4.37	1.50	107.	2.89	1.50	107.	4.03	1.53
GIRLS	108.	3.16	1.56	108.	4.25	1.36	108.	3.20	1.40	108.	4.06	1.5[illegible]
BOYS	133.	3.09	1.70	133.	4.49	1.50	133.	3.04	1.53	133.	4.05	1.63
GRADE 6, TOTAL	260.	2.37	1.42	260.	4.23	1.36	260.	2.29	1.27	260.	3.76	1.39
SES 1	154.	2.59	1.47	154.	4.10	1.36	154.	2.54	1.33	154.	3.68	1.45
SES 2	106.	2.16	1.37	106.	4.35	1.36	106.	2.04	1.21	106.	3.84	1.33
GIRLS	113.	2.28	1.51	113.	3.93	1.50	113.	2.24	1.31	113.	3.64	1.56
BOYS	147.	2.47	1.32	147.	4.52	1.22	147.	2.34	1.22	147.	3.89	1.22
GRADE 8, TOTAL	199.	2.51	1.39	199.	4.26	1.33	199.	2.00	0.99	199.	3.70	1.34
SES 1	96.	2.39	1.44	96.	3.99	1.35	96.	2.10	1.09	96.	3.68	1.48
SES 2	103.	2.63	1.34	103.	4.52	1.32	103.	1.89	0.89	103.	3.72	1.20
GIRLS	102.	2.68	1.60	102.	4.12	1.35	102.	2.16	1.06	102.	3.62	1.34
BOYS	97.	2.34	1.17	97.	4.39	1.32	97.	1.84	0.92	97.	3.78	1.35
TOTAL SES 1	384.	2.77	1.51	384.	4.15	1.36	384.	2.67	1.28	384.	3.81	1.51
TOTAL SES 2	316.	2.56	1.44	316.	4.41	1.39	316.	2.28	1.20	316.	3.86	1.35
TOTAL GIRLS	323.	2.70	1.56	323.	4.10	1.40	323.	2.53	1.26	323.	3.77	1.46
TOTAL BOYS	377.	2.63	1.40	377.	4.47	1.35	377.	2.41	1.22	377.	3.90	1.40
SIGNIFICANT EFFECTS		GRADE			SEX			GRADE SES				

GROUP REPORTED	CHILDREN SCOLD PARENTS 517,541,549,556			TEACHERS SCOLD CHILDREN 515,527			CHILDREN SCOLD TEACHERS 543,557			POLICEMEN SCOLD CHILDREN 519,537		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	5.15	1.39	241.	2.88	1.60	241.	5.15	1.58	241.	3.19	1.69
SES 1	134.	4.80	1.52	134.	3.02	1.60	134.	4.85	1.61	134.	3.46	1.70
SES 2	107.	5.49	1.27	107.	2.75	1.60	107.	5.44	1.55	107.	2.92	1.68
GIRLS	108.	5.01	1.36	108.	3.03	1.53	108.	5.10	1.47	108.	3.23	1.59
BOYS	133.	5.28	1.43	133.	2.74	1.66	133.	5.19	1.68	133.	3.15	1.79
GRADE 6, TOTAL	260.	5.24	1.39	260.	2.17	1.37	260.	5.06	1.71	260.	2.56	1.57
SES 1	154.	4.90	1.42	154.	2.44	1.46	154.	4.79	1.67	154.	2.81	1.57
SES 2	106.	5.59	1.35	106.	1.91	1.28	106.	5.34	1.75	106.	2.31	1.56
GIRLS	113.	5.09	1.53	113.	2.13	1.35	113.	5.32	1.71	113.	2.55	1.64
BOYS	147.	5.39	1.25	147.	2.21	1.39	147.	5.11	1.71	147.	2.57	1.49
GRADE 8, TOTAL	199.	5.25	1.35	199.	2.03	1.17	199.	5.51	1.48	199.	2.57	1.47
SES 1	96.	4.80	1.53	96.	2.0[illegible]	1.28	96.	5.30	1.55	96.	2.76	1.66
SES 2	103.	5.69	1.18	103.	1.98	1.07	103.	5.72	1.42	103.	2.38	1.28
GIRLS	102.	5.08	1.61	102.	2.15	1.13	102.	5.56	1.51	102.	2.39	1.40
BOYS	97.	5.42	1.10	97.	1.91	1.22	97.	5.46	1.46	97.	2.76	1.54
TOTAL SES 1	384.	4.83	1.49	384.	2.51	1.45	384.	4.98	1.61	384.	3.01	1.65
TOTAL SES 2	316.	5.59	1.27	316.	2.21	1.32	316.	5.50	1.57	316.	2.54	1.51
TOTAL GIRLS	323.	5.06	1.50	323.	2.44	1.34	323.	5.23	1.57	323.	2.72	1.54
TOTAL BOYS	377.	5.36	1.26	377.	2.29	1.42	377.	5.25	1.61	377.	2.83	1.61
SIGNIFICANT EFFECTS		SES			GRADE			SES			GRADE SES	

GROUP REPORTED	CHILDREN SCOLD POLICEMEN 551,563		
	N	MEAN	S.D.
GRADE 4, TOTAL	241.	4.91	1.69
SES 1	134.	4.54	1.73
SES 2	107.	5.28	1.65
GIRLS	108.	4.68	1.69
BOYS	133.	5.14	1.69
GRADE 6, TOTAL	260.	4.84	1.78
SES 1	154.	4.76	1.70
SES 2	106.	4.93	1.87
GIRLS	113.	4.83	1.76
BOYS	147.	4.86	1.81
GRADE 8, TOTAL	199.	4.92	1.63
SES 1	96.	4.74	1.69
SES 2	103.	5.09	1.57
GIRLS	102.	5.01	1.63
BOYS	97.	4.83	1.63
TOTAL SES 1	384.	4.68	1.71
TOTAL SES 2	316.	5.10	1.70
TOTAL GIRLS	323.	4.84	1.69
TOTAL BOYS	377.	4.94	1.71
SIGNIFICANT EFFECTS		SES	

INDIA

TABLE: PROBLEM FOURTEEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY SET SCORES. ANOVA PROBLEM 14, VARIABLES 1-4. VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	PARENTS HIT CHILDREN 522,530,540,554 N	 MEAN	 S.D.	CHILDREN HIT CHILDREN 514,536,546,562 N	 MEAN	 S.D.	PARENTS SCOLD CHILDREN 512,526,534,546 N	 MEAN	 S.D.	CHILDREN SCOLD CHILDREN 524,532,556,566 N	 MEAN	 S.D.
GRADE 4, TOTAL	241.	4.74	1.43	241.	3.82	1.49	241.	4.73	1.31	241.	4.01	1.46
SES 1	134.	4.62	1.57	134.	3.93	1.58	134.	4.67	1.36	134.	4.15	1.56
SES 2	107.	4.86	1.29	107.	3.71	1.39	107.	4.78	1.26	107.	3.87	1.37
GIRLS	108.	4.88	1.40	108.	4.12	1.42	108.	4.73	1.26	108.	4.17	1.44
BOYS	133.	4.60	1.46	133.	3.52	1.55	133.	4.72	1.35	133.	3.83	1.49
GRADE 6, TOTAL	260.	5.04	1.16	260.	3.95	1.35	260.	5.06	1.11	260.	4.01	1.34
SES 1	154.	4.93	1.14	154.	3.82	1.36	154.	4.91	1.09	154.	3.74	1.42
SES 2	106.	5.16	1.18	106.	4.07	1.33	106.	5.21	1.14	106.	4.38	1.25
GIRLS	113.	5.14	1.18	113.	3.99	1.37	113.	5.13	1.07	113.	4.05	1.36
BOYS	147.	4.95	1.14	147.	3.90	1.33	147.	4.98	1.16	147.	3.97	1.31
GRADE 8, TOTAL	199.	4.81	1.36	199.	3.65	1.26	199.	4.80	1.23	199.	3.75	1.28
SES 1	96.	4.80	1.50	96.	3.69	1.40	96.	4.85	1.33	96.	3.76	1.40
SES 2	103.	4.82	1.22	103.	3.62	1.13	103.	4.75	1.13	103.	3.75	1.16
GIRLS	102.	4.59	1.52	102.	3.79	1.36	102.	4.55	1.38	102.	3.68	1.39
BOYS	97.	5.04	1.20	97.	3.51	1.16	97.	5.05	1.08	97.	3.83	1.16
TOTAL SES 1	384.	4.78	1.40	384.	3.81	1.45	384.	4.81	1.26	384.	3.95	1.46
TOTAL SES 2	316.	4.95	1.23	316.	3.80	1.29	316.	4.91	1.18	316.	3.90	1.26
TOTAL GIRLS	323.	4.87	1.37	323.	3.97	1.39	323.	4.81	1.24	323.	3.97	1.43
TOTAL BOYS	377.	4.86	1.27	377.	3.65	1.35	377.	4.92	1.20	377.	3.86	1.32
SIGNIFICANT EFFECTS					SEX			GRADE				

GROUP REPORTED	CHILDREN SCOLD PARENTS 518,542,550,560 N	 MEAN	 S.D.	TEACHERS SCOLD CHILDREN 516,528 N	 MEAN	 S.D.	CHILDREN SCOLD TEACHERS 544,558 N	 MEAN	 S.D.	POLICEMEN SCOLD CHILDREN 520,538 N	 MEAN	 S.D.
GRADE 4, TOTAL	241.	3.06	1.61	241.	5.05	1.35	241.	3.10	1.85	241.	4.74	1.54
SES 1	134.	3.45	1.67	134.	5.06	1.42	134.	3.47	1.84	134.	4.68	1.58
SES 2	107.	2.67	1.55	107.	5.04	1.28	107.	2.72	1.85	107.	4.81	1.50
GIRLS	108.	3.33	1.57	108.	5.05	1.37	108.	3.32	1.75	108.	4.75	1.54
BOYS	133.	2.79	1.65	133.	5.04	1.33	133.	2.87	1.95	133.	4.73	1.53
GRADE 6, TOTAL	260.	2.77	1.56	260.	5.16	1.36	260.	2.86	1.80	260.	4.77	1.39
SES 1	154.	3.05	1.61	154.	5.07	1.29	154.	2.92	1.71	154.	4.56	1.41
SES 2	106.	2.49	1.51	106.	5.24	1.43	106.	2.79	1.90	106.	4.97	1.36
GIRLS	113.	3.02	1.72	113.	5.21	1.33	113.	3.03	1.93	113.	4.71	1.35
BOYS	147.	2.52	1.40	147.	5.10	1.39	147.	2.69	1.67	147.	4.82	1.43
GRADE 8, TOTAL	199.	2.92	1.58	199.	4.97	1.42	199.	2.75	1.80	199.	4.55	1.47
SES 1	96.	3.01	1.66	96.	5.08	1.49	96.	2.53	1.88	96.	4.54	1.61
SES 2	103.	2.83	1.50	103.	4.86	1.35	103.	2.97	1.71	103.	4.57	1.34
GIRLS	102.	3.31	1.83	102.	4.83	1.56	102.	3.00	2.01	102.	4.65	1.56
BOYS	97.	2.53	1.32	97.	5.12	1.28	97.	2.50	1.58	97.	4.46	1.38
TOTAL SES 1	384.	3.17	1.65	384.	5.07	1.40	384.	2.98	1.81	384.	4.59	1.53
TOTAL SES 2	316.	2.66	1.52	316.	5.05	1.35	316.	2.83	1.82	316.	4.78	1.4
TOTAL GIRLS	323.	3.22	1.71	323.	5.03	1.42	323.	3.12	1.90	323.	4.71	1.48
TOTAL BOYS	377.	2.62	1.46	377.	5.09	1.34	377.	2.69	1.73	377.	4.67	1.45
SIGNIFICANT EFFECTS		SES	SEX					SEX				

GROUP REPORTED	CHILDREN SCOLD POLICEMEN 552,564 N	 MEAN	 S.D.
GRADE 4, TOTAL	241.	3.29	1.90
SES 1	134.	3.66	1.83
SES 2	107.	2.92	1.97
GIRLS	108.	3.62	1.85
BOYS	133.	2.97	1.96
GRADE 6, TOTAL	260.	3.14	1.91
SES 1	154.	3.27	1.81
SES 2	106.	3.01	2.01
GIRLS	113.	3.22	1.93
BOYS	147.	3.05	1.89
GRADE 8, TOTAL	199.	3.10	1.68
SES 1	96.	2.81	1.72
SES 2	103.	3.38	1.63
GIRLS	102.	3.36	1.78
BOYS	97.	2.84	1.57
TOTAL SES 1	384.	3.25	1.79
TOTAL SES 2	316.	3.10	1.87
TOTAL GIRLS	323.	3.40	1.85
TOTAL BOYS	377.	2.95	1.81
SIGNIFICANT EFFECTS		SEX	

INDIA

TABLE: PROBLEM ELEVEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY SEX SCORES. ANOVA PROBLEM 11, VARIABLES 1-4. AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	MALE ATTACKING MALE 511,519,531,535, 539,541,563			MALE ATTACKING FEMALE 517,523,529,533,537,561			FEMALE ATTACKING MALE 513,545,549,551,553,555			FEMALE ATTACKING FEMALE 521,525,547,557,565		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	3.96	1.16	241.	3.92	1.33	241.	4.13	1.28	241.	3.96	1.33
SES 1	134.	3.92	1.25	134.	4.04	1.39	134.	4.10	1.29	134.	3.97	1.42
SES 2	107.	4.00	1.07	107.	3.81	1.27	107.	4.16	1.27	107.	3.96	1.25
GIRLS	108.	3.88	1.13	108.	3.98	1.30	108.	4.07	1.18	108.	3.89	1.32
BOYS	133.	4.04	1.19	133.	3.87	1.36	133.	4.19	1.37	133.	4.03	1.34
GRADE 6, TOTAL	260.	3.55	1.04	260.	3.35	1.19	260.	3.91	1.12	260.	3.68	1.13
SES 1	154.	3.57	1.06	154.	3.50	1.22	154.	3.83	1.16	154.	3.57	1.16
SES 2	106.	3.54	1.02	106.	3.21	1.17	106.	3.98	1.09	106.	3.78	1.13
GIRLS	113.	3.47	1.16	113.	3.25	1.23	113.	3.71	1.22	113.	3.57	1.25
BOYS	147.	3.64	0.92	147.	3.46	1.16	147.	4.10	1.02	147.	3.78	1.01
GRADE 8, TOTAL	199.	3.68	0.92	199.	3.34	1.05	199.	3.79	0.97	199.	3.56	0.99
SES 1	96.	3.69	0.93	96.	3.10	1.11	96.	3.61	1.05	96.	3.46	0.99
SES 2	103.	3.66	0.90	103.	3.58	0.99	103.	3.98	0.88	103.	3.66	1.03
GIRLS	102.	3.62	0.97	102.	3.52	1.00	102.	3.67	1.06	102.	3.47	1.06
BOYS	97.	3.73	0.86	97.	3.17	1.09	97.	3.92	0.88	97.	3.61	0.93
TOTAL SES 1	384.	3.72	1.08	384.	3.55	1.24	384.	3.85	1.17	384.	3.66	1.19
TOTAL SES 2	316.	3.73	1.00	316.	3.53	1.14	316.	4.04	1.08	316.	3.79	1.12
TOTAL GIRLS	323.	3.65	1.09	323.	3.58	1.18	323.	3.82	1.15	323.	3.65	1.21
TOTAL BOYS	377.	3.80	0.99	377.	3.50	1.21	377.	4.07	1.09	377.	3.81	1.09
SIGNIFICANT EFFECTS		GRADE			GRADE			GRADE			GRADE	

TABLE: PROBLEM FIFTEEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY SEX SCORES. ANOVA PROBLEM 15, VARIABLES 1-4. VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	MALE ATTACKING MALE 512,520,532,536, 540,542,564			MALE ATTACKING FEMALE 518,523,529,534,538,562			FEMALE ATTACKING MALE 514,546,550,552,554,556			FEMALE ATTACKING FEMALE 522,526,548,560,566		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	4.12	1.16	241.	4.19	1.24	241.	3.91	1.31	241.	4.10	1.34
SES 1	134.	4.21	1.30	134.	4.24	1.38	134.	4.07	1.40	134.	4.20	1.49
SES 2	107.	4.03	1.02	107.	4.13	1.10	107.	3.75	1.23	107.	4.03	1.18
GIRLS	108.	4.31	1.19	108.	4.28	1.23	108.	4.15	1.21	108.	4.27	1.42
BOYS	133.	3.93	1.14	133.	4.09	1.25	133.	3.67	1.42	133.	3.92	1.28
GRADE 6, TOTAL	260.	4.18	0.96	260.	4.30	1.06	260.	3.85	1.15	260.	4.28	1.12
SES 1	154.	4.17	0.99	154.	4.15	1.14	154.	3.97	1.22	154.	4.16	1.15
SES 2	106.	4.19	0.93	106.	4.45	0.98	106.	3.72	1.08	106.	4.41	1.09
GIRLS	113.	4.29	1.02	113.	4.30	1.05	113.	4.05	1.21	113.	4.30	1.17
BOYS	147.	4.07	0.89	147.	4.30	1.08	147.	3.64	1.09	147.	4.27	1.07
GRADE 8, TOTAL	199.	3.89	0.88	199.	4.13	1.06	199.	3.89	1.10	199.	4.04	1.04
SES 1	96.	3.78	1.01	96.	4.20	1.19	96.	3.93	1.21	96.	4.07	1.17
SES 2	103.	4.00	0.75	103.	4.06	0.93	103.	3.85	0.99	103.	4.03	0.90
GIRLS	102.	3.95	0.98	102.	4.06	1.07	102.	4.03	1.17	102.	4.03	1.11
BOYS	97.	3.84	0.78	97.	4.19	1.04	97.	3.78	1.03	97.	4.04	0.97
TOTAL SES 1	384.	4.05	1.10	384.	4.20	1.24	384.	3.99	1.27	384.	4.14	1.27
TOTAL SES 2	316.	4.07	0.90	316.	4.22	1.00	316.	3.77	1.10	316.	4.14	1.06
TOTAL GIRLS	323.	4.18	1.06	323.	4.21	1.11	323.	4.07	1.20	323.	4.20	1.23
TOTAL BOYS	377.	3.94	0.94	377.	4.20	1.12	377.	3.70	1.18	377.	4.08	1.17
SIGNIFICANT EFFECTS		SEX						SEX				

MEAN PEER AGGRESSION RATINGS FOR SEX INDICES

Figure P 11 - SEX

INDIA

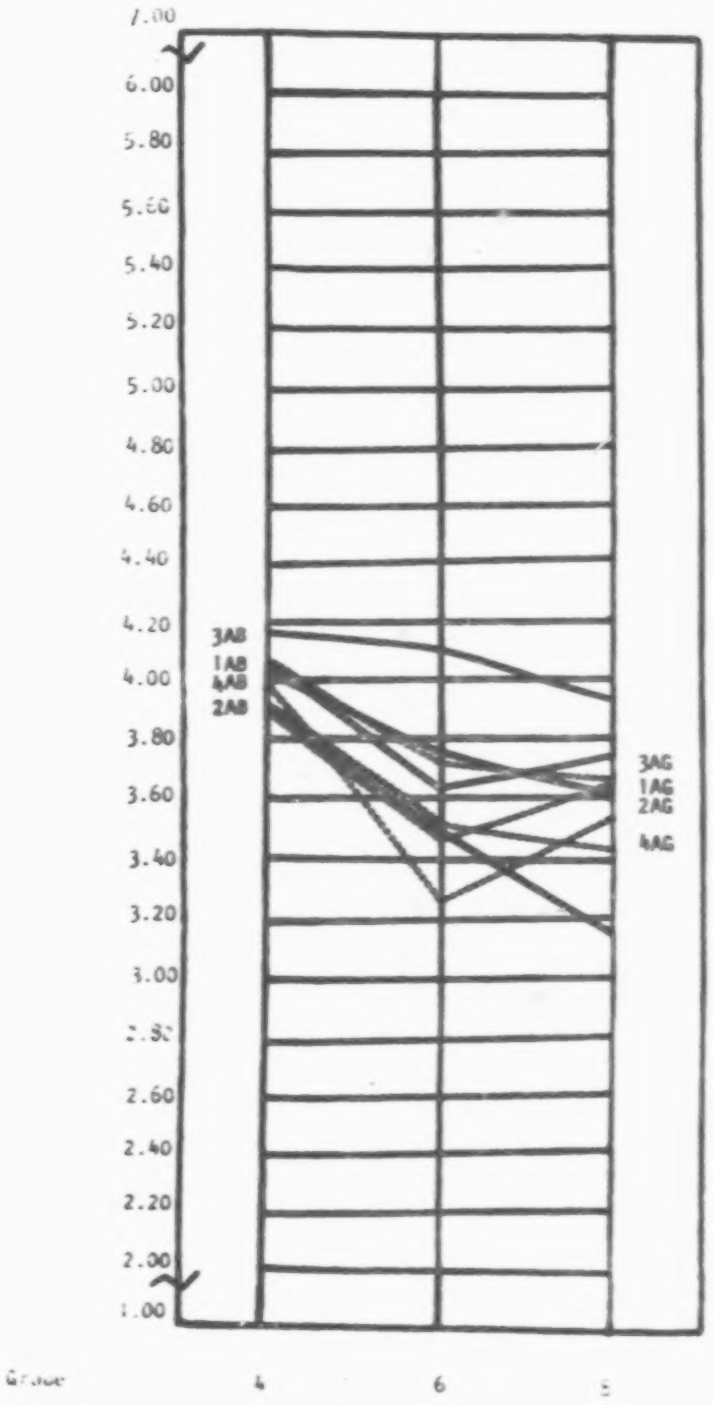
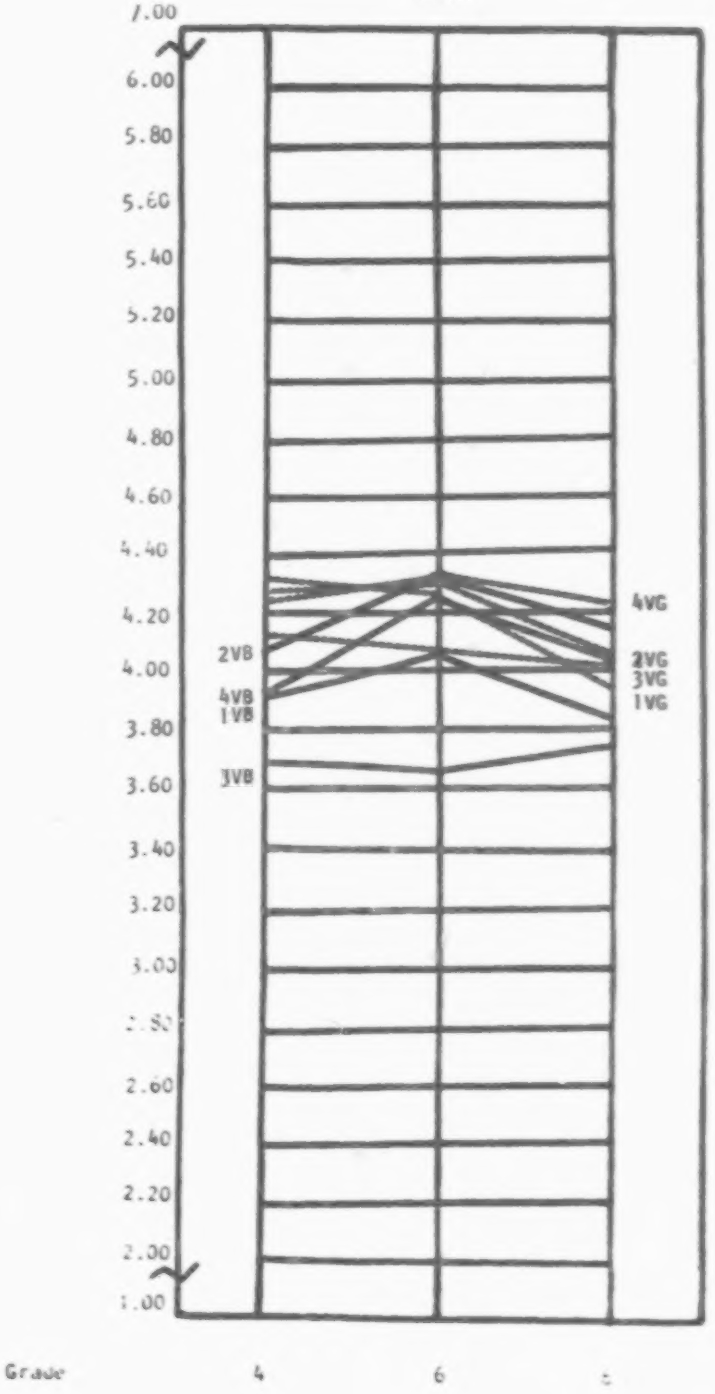


Figure P 15 - SEX

INDIA



1 = MALES ATTACK MALES
2 = MALES ATTACK FEMALES
3 = FEMALES ATTACK MALES
4 = FEMALES ATTACK FEMALES
A = AGGRESSORS' RATINGS
V = VICTIMS' RATINGS
B = BOYS' RATINGS
G = GIRLS' RATINGS

INDIA

TABLE: PROBLEM NINE
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 9, AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	FATHER HITTING SON 539			FATHER HITTING DAUGHTER 529			MOTHER HITTING SON 553			MOTHER HITTING DAUGHTER 521		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	3.34	2.15	241.	3.18	1.99	241.	3.20	2.09	241.	2.84	1.83
SES 1	134.	3.50	2.09	134.	3.48	1.99	134.	3.37	2.07	134.	3.08	1.85
SES 2	107.	3.18	2.20	107.	2.88	1.99	107.	3.03	2.10	107.	2.65	1.81
GIRLS	108.	3.30	2.03	108.	3.21	1.97	108.	3.32	2.04	108.	2.87	1.73
BOYS	133.	3.37	2.26	133.	3.15	2.01	133.	3.09	2.13	133.	2.81	1.93
GRADE 6, TOTAL	260.	2.25	1.66	260.	2.48	1.77	260.	2.54	1.92	260.	2.28	1.65
SES 1	154.	2.49	1.75	154.	2.83	1.84	154.	2.66	1.88	154.	2.44	1.72
SES 2	106.	2.02	1.58	106.	2.13	1.71	106.	2.43	1.95	106.	2.12	1.58
GIRLS	113.	2.26	1.71	113.	2.37	1.69	113.	2.37	1.84	113.	2.17	1.59
BOYS	147.	2.24	1.62	147.	2.60	1.85	147.	2.71	2.00	147.	2.43	1.71
GRADE 8, TOTAL	199.	2.47	1.78	199.	2.86	1.90	199.	2.46	1.70	199.	2.33	1.72
SES 1	96.	2.39	1.84	96.	2.88	1.92	96.	2.16	1.62	96.	2.22	1.71
SES 2	103.	2.54	1.72	103.	2.84	1.89	103.	2.76	1.78	103.	2.44	1.70
GIRLS	102.	2.56	1.89	102.	3.26	2.18	102.	2.50	1.94	102.	2.48	2.01
BOYS	97.	2.38	1.67	97.	2.47	1.63	97.	2.42	1.47	97.	2.18	1.42
TOTAL SES 1	384.	2.79	1.89	384.	3.07	1.92	384.	2.73	1.86	384.	2.58	1.75
TOTAL SES 2	316.	2.58	1.83	316.	2.62	1.86	316.	2.74	1.95	316.	2.34	1.77
TOTAL GIRLS	323.	2.71	1.88	323.	2.95	1.95	323.	2.73	1.94	323.	2.51	1.78
TOTAL BOYS	377.	2.66	1.85	377.	2.74	1.83	377.	2.74	1.87	377.	2.46	1.68
SIGNIFICANT EFFECTS		GRADE						GRADE			GRADE	

GROUP REPORTED	BOY HITTING BOY 535			BOY HITTING GIRL 561			GIRL HITTING BOY 513			GIRL HITTING GIRL 547		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	4.40	1.98	241.	4.45	2.03	241.	4.16	1.95	241.	4.55	1.97
SES 1	134.	4.47	1.91	134.	4.33	2.00	134.	4.18	1.82	134.	4.58	2.04
SES 2	107.	4.33	2.04	107.	4.57	2.05	107.	4.13	2.08	107.	4.51	1.91
GIRLS	108.	4.27	2.00	108.	4.46	1.99	108.	4.04	1.95	108.	4.31	1.95
BOYS	133.	4.54	1.96	133.	4.44	2.06	133.	4.27	1.95	133.	4.79	2.07
GRADE 6, TOTAL	260.	4.05	1.99	260.	4.26	2.15	260.	4.31	1.92	260.	4.38	2.36
SES 1	154.	3.94	1.88	154.	4.24	2.00	154.	4.27	1.69	154.	4.04	2.11
SES 2	106.	4.17	2.10	106.	4.27	2.31	106.	4.35	1.94	106.	4.72	2.07
GIRLS	113.	3.65	1.97	113.	4.16	2.13	113.	3.79	1.75	113.	4.22	2.34
BOYS	147.	4.46	2.01	147.	4.35	2.17	147.	4.82	1.88	147.	4.54	2.07
GRADE 8, TOTAL	199.	4.44	1.86	199.	4.15	2.09	199.	3.94	1.99	199.	4.60	1.89
SES 1	96.	4.49	1.93	96.	3.50	2.31	96.	3.64	2.15	96.	4.42	1.95
SES 2	103.	4.39	1.78	103.	4.81	1.86	103.	4.23	1.84	103.	4.77	1.84
GIRLS	102.	4.34	1.88	102.	4.41	2.04	102.	3.62	2.01	102.	4.43	1.96
BOYS	97.	4.53	1.83	97.	3.90	2.14	97.	4.46	1.98	97.	4.77	1.83
TOTAL SES 1	384.	4.30	1.91	384.	4.03	2.10	384.	4.03	1.75	384.	4.35	2.03
TOTAL SES 2	316.	4.29	1.98	316.	4.55	2.07	316.	4.24	1.95	316.	4.67	1.92
TOTAL GIRLS	323.	4.08	1.95	323.	4.34	2.05	323.	3.75	1.97	323.	4.32	1.98
TOTAL BOYS	377.	4.51	1.93	377.	4.23	2.12	377.	4.52	1.94	377.	4.70	1.96
SIGNIFICANT EFFECTS		SEX										

TABLE: PROBLEM NINE

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 9. AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

	FATHER SCOLDING SON 511			FATHER SCOLDING DAUGHTER 533			MOTHER SCOLDING SON 545			MOTHER SCOLDING DAUGHTER 525		
GROUP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	3.23	1.95	241.	3.24	2.01	241.	3.14	2.16	241.	2.97	1.89
SES 1	134.	3.27	1.84	134.	3.55	2.03	134.	3.43	2.12	134.	3.26	1.85
SES 2	107.	3.19	2.05	107.	2.93	1.98	107.	2.85	2.21	107.	2.69	1.91
GIRLS	108.	3.12	1.98	108.	3.45	1.95	108.	3.22	2.12	108.	3.11	1.83
BOYS	133.	3.34	1.92	133.	3.02	2.06	133.	3.06	2.21	133.	2.84	1.94
GRADE 6, TOTAL	260.	2.39	1.72	260.	2.23	1.71	260.	2.31	1.76	260.	2.32	1.66
SES 1	154.	2.67	1.77	154.	2.50	1.69	154.	2.48	1.78	154.	2.61	1.77
SES 2	106.	2.12	1.67	106.	1.97	1.73	106.	2.13	1.73	106.	2.02	1.55
GIRLS	113.	2.23	1.71	113.	2.17	1.60	113.	2.33	1.82	113.	2.32	1.74
BOYS	147.	2.56	1.73	147.	2.30	1.83	147.	2.29	1.69	147.	2.31	1.58
GRADE 8, TOTAL	199.	1.71	1.24	199.	2.44	1.79	199.	2.10	1.53	199.	1.82	1.22
SES 1	96.	1.68	1.42	96.	2.68	1.97	96.	2.31	1.69	96.	1.83	1.36
SES 2	103.	1.74	1.05	103.	2.20	1.62	103.	1.90	1.37	103.	1.81	1.09
GIRLS	102.	1.50	1.07	102.	2.92	2.10	102.	2.44	1.87	102.	1.85	1.34
BOYS	97.	1.91	1.40	97.	1.96	1.48	97.	1.76	1.19	97.	1.79	1.10
TOTAL SES 1	384.	2.54	1.68	384.	2.91	1.90	384.	2.74	1.86	384.	2.57	1.66
TOTAL SES 2	316.	2.35	1.59	316.	2.37	1.78	316.	2.29	1.77	316.	2.17	1.52
TOTAL GIRLS	323.	2.28	1.59	323.	2.85	1.89	323.	2.66	1.94	323.	2.43	1.64
TOTAL BOYS	377.	2.60	1.68	377.	2.43	1.79	377.	2.37	1.70	377.	2.31	1.54
SIGNIFICANT EFFECTS	GRADE	SEX		GRADE	SES			GRADE	SES		SES	

	BOY SCOLDING BOY 531			BOY SCOLDING GIRL 523			GIRL SCOLDING BOY 555			GIRL SCOLDING GIRL 565		
GROUP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	3.86	2.05	241.	3.92	2.13	241.	4.19	2.11	241.	4.34	2.07
SES 1	134.	3.99	2.03	134.	4.02	2.04	134.	4.21	2.08	134.	4.20	2.04
SES 2	107.	3.73	2.06	107.	3.82	2.21	107.	4.17	2.15	107.	4.48	2.10
GIRLS	108.	3.89	1.95	108.	4.08	2.10	108.	4.14	2.02	108.	4.22	2.04
BOYS	133.	3.83	2.15	133.	3.76	2.15	133.	4.24	2.20	133.	4.45	2.10
GRADE 6, TOTAL	260.	3.50	1.97	260.	3.39	2.00	260.	4.07	2.10	260.	4.15	1.99
SES 1	154.	3.50	1.96	154.	3.69	2.00	154.	3.72	2.01	154.	3.87	1.97
SES 2	106.	3.50	1.98	106.	3.08	2.00	106.	4.43	2.19	106.	4.45	2.02
GIRLS	113.	3.55	2.04	113.	3.33	1.96	113.	3.89	2.03	113.	3.86	2.04
BOYS	147.	3.44	1.90	147.	3.45	2.03	147.	4.26	2.16	147.	4.46	1.95
GRADE 8, TOTAL	199.	3.99	1.88	199.	3.15	1.91	199.	3.80	1.95	199.	3.96	2.00
SES 1	96.	4.24	2.14	96.	2.76	1.94	96.	3.75	2.19	96.	4.08	2.16
SES 2	103.	3.74	1.62	103.	3.54	1.88	103.	3.86	1.72	103.	3.83	1.84
GIRLS	102.	4.19	1.96	102.	2.79	1.78	102.	3.47	2.01	102.	4.13	2.04
BOYS	97.	3.79	1.80	97.	3.51	2.03	97.	4.14	1.89	97.	3.79	1.96
TOTAL SES 1	384.	3.91	2.04	384.	3.49	1.99	384.	3.89	2.09	384.	4.05	2.06
TOTAL SES 2	316.	3.66	1.88	316.	3.48	2.03	316.	4.15	2.02	316.	4.25	1.99
TOTAL GIRLS	323.	3.88	1.98	323.	3.40	1.95	323.	3.83	2.02	323.	4.07	2.04
TOTAL BOYS	377.	3.69	1.95	377.	3.57	2.07	377.	4.21	2.08	377.	4.23	2.03
SIGNIFICANT EFFECTS		GRADE			GRADE			SES			SES	

INDIA

TABLE: PROBLEM NINE

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 9, AGGRESSOR RATING.

ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	BOY SCOLDING FATHER 541			BOY SCOLDING MOTHER 517			GIRL SCOLDING FATHER 549			GIRL SCOLDING MOTHER 559		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	5.11	1.67	241.	5.27	1.70	241.	5.16	1.77	241.	5.10	1.83
SES 1	134.	4.63	1.88	134.	5.03	1.83	134.	4.83	1.94	134.	4.75	1.94
SES 2	107.	5.60	1.45	107.	5.51	1.57	107.	5.49	1.59	107.	5.45	1.73
GIRLS	108.	4.94	1.74	108.	5.17	1.72	108.	5.03	1.81	108.	4.95	1.85
BOYS	133.	5.29	1.60	133.	5.37	1.68	133.	5.29	1.73	133.	5.25	1.82
GRADE 6, TOTAL	260.	5.26	1.87	260.	5.25	1.77	260.	5.31	1.81	260.	5.24	1.82
SES 1	154.	4.91	1.88	154.	4.91	1.74	154.	4.99	1.88	154.	4.88	1.89
SES 2	106.	5.60	1.86	106.	5.58	1.79	106.	5.63	1.75	106.	5.60	1.75
GIRLS	113.	5.01	2.01	113.	5.06	1.82	113.	5.06	1.99	113.	5.30	1.79
BOYS	147.	5.50	1.73	147.	5.43	1.71	147.	5.56	1.63	147.	5.17	1.85
GRADE 8, TOTAL	199.	5.56	1.75	199.	4.90	2.15	199.	5.59	1.73	199.	5.02	1.91
SES 1	96.	5.31	1.81	96.	4.09	2.51	96.	5.22	1.98	96.	4.67	2.05
SES 2	103.	5.82	1.69	103.	5.71	1.79	103.	5.95	1.48	103.	5.36	1.77
GIRLS	102.	5.42	1.92	102.	4.99	2.09	102.	5.49	1.90	102.	4.49	2.35
BOYS	97.	5.71	1.57	97.	4.82	2.20	97.	5.68	1.55	97.	5.54	1.46
TOTAL SES 1	384.	4.95	1.86	384.	4.68	2.03	384.	5.01	1.93	384.	4.77	1.96
TOTAL SES 2	316.	5.67	1.67	316.	5.60	1.72	316.	5.69	1.61	316.	5.47	1.75
TOTAL GIRLS	323.	5.12	1.89	323.	5.07	1.88	323.	5.19	1.90	323.	4.92	2.00
TOTAL BOYS	377.	5.50	1.64	377.	5.21	1.87	377.	5.51	1.64	377.	5.32	1.71
SIGNIFICANT EFFECTS		GRADE	SES		SES			GRADE	SES		GRADE	SES

GROUP REPORTED	TEACHER SCOLDING BOY 515			TEACHER SCOLDING GIRL 527			BOY SCOLDING TEACHER 557			GIRL SCOLDING TEACHER 543		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	2.93	1.94	241.	2.84	1.88	241.	5.14	1.85	241.	5.15	1.76
SES 1	134.	3.03	1.93	134.	3.00	1.89	134.	4.81	1.98	134.	4.88	1.80
SES 2	107.	2.82	1.95	107.	2.68	1.87	107.	5.47	1.72	107.	5.42	1.72
GIRLS	108.	3.10	2.01	108.	2.95	1.84	108.	5.02	1.80	108.	5.18	1.69
BOYS	133.	2.75	1.88	133.	2.73	1.92	133.	5.26	1.91	133.	5.13	1.83
GRADE 6, TOTAL	260.	2.19	1.65	260.	2.15	1.60	260.	4.97	2.00	260.	5.16	1.85
SES 1	154.	2.48	1.80	154.	2.39	1.78	154.	4.70	1.95	154.	4.88	1.85
SES 2	106.	1.90	1.50	106.	1.91	1.42	106.	5.25	2.05	106.	5.43	1.86
GIRLS	113.	2.22	1.61	113.	2.05	1.48	113.	5.09	1.92	113.	4.95	1.90
BOYS	147.	2.17	1.69	147.	2.25	1.72	147.	4.86	2.08	147.	5.36	1.81
GRADE 8, TOTAL	199.	1.82	1.38	199.	2.24	1.51	199.	5.55	1.78	199.	5.47	1.87
SES 1	96.	1.59	1.30	96.	2.57	1.89	96.	5.39	1.85	96.	5.20	1.97
SES 2	103.	2.05	1.47	103.	1.91	1.12	103.	5.72	1.71	103.	5.73	1.77
GIRLS	102.	1.62	1.14	102.	2.68	1.78	102.	5.67	1.88	102.	5.44	1.90
BOYS	97.	2.02	1.63	97.	1.81	1.24	97.	5.44	1.68	97.	5.49	1.84
TOTAL SES 1	384.	2.37	1.68	384.	2.66	1.86	384.	4.97	1.93	384.	4.99	1.87
TOTAL SES 2	316.	2.26	1.64	316.	2.17	1.47	316.	5.48	1.83	316.	5.53	1.78
TOTAL GIRLS	323.	2.31	1.58	323.	2.56	1.70	323.	5.26	1.87	323.	5.19	1.83
TOTAL BOYS	377.	2.32	1.73	377.	2.26	1.63	377.	5.18	1.89	377.	5.33	1.82
SIGNIFICANT EFFECTS		GRADE			GRADE			SES			SES	

INDIA

TABLE: PROBLEM NINE

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 9, AGGRESSOR RATING.

ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	POLICEMAN SCOLDING BOY 519			POLICEMAN SCOLDING GIRL 537			BOY SCOLDING POLICEMAN 563			GIRL SCOLDING POLICEMAN 551		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	2.91	1.84	241.	3.48	2.07	241.	4.90	1.87	241.	4.92	1.91
SES 1	134.	3.14	1.90	134.	3.79	2.06	134.	4.48	2.00	134.	4.60	2.01
SES 2	107.	2.68	1.77	107.	3.17	2.08	107.	5.32	1.74	107.	5.23	1.80
GIRLS	108.	2.96	1.71	108.	3.51	1.99	108.	4.71	1.89	108.	4.66	1.95
BOYS	133.	2.85	1.97	133.	3.45	2.15	133.	5.09	1.85	133.	5.18	1.86
GRADE 6. TOTAL	260.	2.60	1.81	260.	2.52	1.81	260.	4.79	2.04	260.	4.90	2.02
SES 1	154.	2.81	1.80	154.	2.82	1.91	154.	4.65	1.98	154.	4.87	1.89
SES 2	106.	2.40	1.82	106.	2.21	1.71	106.	4.93	2.11	106.	4.92	2.15
GIRLS	113.	2.69	1.90	113.	2.41	1.77	113.	4.86	1.93	113.	4.80	2.04
BOYS	147.	2.52	1.72	147.	2.62	1.85	147.	4.72	2.16	147.	5.00	2.00
GRADE 8, TOTAL	199.	2.58	1.80	199.	2.56	1.84	199.	4.97	2.00	199.	4.86	2.07
SES 1	96.	2.80	2.12	96.	2.72	2.02	96.	4.90	2.07	96.	4.58	2.17
SES 2	103.	2.36	1.48	103.	2.40	1.67	103.	5.04	1.93	103.	5.14	1.96
GIRLS	102.	2.03	1.46	102.	2.75	1.86	102.	5.29	1.94	102.	4.72	2.19
BOYS	97.	3.14	2.14	97.	2.37	1.83	97.	4.65	2.06	97.	5.00	1.94
TOTAL SES 1	384.	2.92	1.94	384.	3.11	2.00	384.	4.68	2.01	384.	4.69	2.02
TOTAL SES 2	316.	2.48	1.69	316.	2.59	1.82	316.	5.10	1.93	316.	5.10	1.97
TOTAL GIRLS	323.	2.56	1.69	323.	2.89	1.87	323.	4.95	1.92	323.	4.73	2.06
TOTAL BOYS	377.	2.84	1.94	377.	2.81	1.94	377.	4.82	2.02	377.	5.06	1.93
SIGNIFICANT EFFECTS				GRADE SES			SES			SES		

TABLE: PROBLEM THIRTEEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 13.
ITEM - HOW WRONG IS THE (VICTIM).

VICTIM RATING.

GROUP REPORTED	FATHER HITTING SON 540			FATHER HITTING DAUGHTER 510			MOTHER HITTING SON 554			MOTHER HITTING DAUGHTER 522		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	4.71	1.94	241.	4.80	1.89	241.	4.65	1.96	241.	4.68	1.70
SES 1	134.	4.63	2.01	134.	4.63	2.07	134.	4.63	1.96	134.	4.57	1.88
SES 2	107.	4.79	1.88	107.	4.98	1.72	107.	4.66	1.96	107.	5.08	1.52
GIRLS	108.	4.87	1.84	108.	4.96	1.84	108.	4.83	1.84	108.	4.73	1.64
BOYS	133.	4.56	2.04	133.	4.65	1.95	133.	4.46	2.07	133.	4.82	1.75
GRADE 6, TOTAL	260.	5.07	1.54	260.	5.10	1.57	260.	4.80	1.75	260.	5.29	1.4[illegible]
SES 1	154.	5.06	1.52	154.	4.83	1.59	154.	4.71	1.75	154.	5.18	1.43
SES 2	106.	5.08	1.56	106.	5.36	1.55	106.	4.89	1.75	106.	5.39	1.36
GIRLS	113.	5.18	1.45	113.	5.17	1.38	113.	4.98	1.62	113.	5.32	1.39
BOYS	147.	4.96	1.63	147.	5.02	1.76	147.	4.62	1.88	147.	5.27	1.41
GRADE 8, TOTAL	199.	4.90	1.87	199.	4.64	1.87	199.	4.81	1.85	199.	4.99	1.67
SES 1	96.	4.78	2.06	96.	4.48	2.15	96.	5.01	1.80	96.	5.03	1.73
SES 2	103.	5.03	1.69	103.	4.81	1.60	103.	4.61	1.91	103.	4.96	1.62
GIRLS	102.	4.82	2.05	102.	4.41	2.04	102.	4.56	2.08	102.	4.64	1.93
BOYS	97.	4.98	1.70	97.	4.88	1.70	97.	5.05	1.63	97.	5.33	1.41
TOTAL SES 1	384.	4.83	1.86	384.	4.64	1.93	384.	4.78	1.83	384.	4.96	1.68
TOTAL SES 2	316.	4.97	1.71	316.	5.05	1.62	316.	4.72	1.87	316.	5.14	1.50
TOTAL GIRLS	323.	4.96	1.78	323.	4.85	1.75	323.	4.79	1.85	323.	4.95	1.65
TOTAL BOYS	377.	4.83	1.79	377.	4.85	1.80	377.	4.71	1.86	377.	5.14	1.53
SIGNIFICANT EFFECTS					SES						GRADE	

GROUP REPORTED	BOY HITTING BOY 536			BOY HITTING GIRL 562			GIRL HITTING BOY 514			GIRL HITTING GIRL 548		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	3.80	1.99	241.	3.82	2.17	241.	3.85	2.02	241.	3.88	2.11
SES 1	134.	3.89	2.05	134.	3.90	2.18	134.	4.05	2.05	134.	3.94	2.14
SES 2	107.	3.72	1.93	107.	3.75	2.16	107.	3.65	1.99	107.	3.82	2.08
GIRLS	108.	4.31	1.97	108.	4.02	2.14	108.	3.95	2.09	108.	4.29	2.03
BOYS	133.	3.29	2.01	133.	3.63	2.20	133.	3.75	1.95	133.	3.48	2.10
GRADE 6, TOTAL	260.	4.15	1.88	260.	3.81	2.06	260.	3.86	1.97	260.	4.05	2.02
SES 1	154.	3.93	1.80	154.	3.55	2.02	154.	4.17	1.92	154.	3.73	2.05
SES 2	106.	4.38	1.97	106.	4.07	2.09	106.	3.55	2.02	106.	4.4[illegible]	2.0[illegible]
GIRLS	113.	4.30	1.77	113.	3.62	2.11	113.	4.25	1.85	113.	3.87	2.03
BOYS	147.	4.00	2.00	147.	3.99	2.01	147.	3.47	2.09	147.	4.26	2.01
GRADE 8, TOTAL	199.	3.52	1.83	199.	3.70	1.99	199.	3.87	1.94	199.	3.61	1.98
SES 1	96.	3.48	2.11	96.	3.67	2.11	96.	4.05	2.00	96.	3.64	2.22
SES 2	103.	3.57	1.55	103.	3.73	1.87	103.	3.69	1.87	103.	3.57	1.74
GIRLS	102.	3.53	1.96	102.	3.78	2.06	102.	4.36	1.87	102.	3.59	2.13
BOYS	97.	3.51	1.70	97.	3.63	1.92	97.	3.39	2.00	97.	3.62	1.83
TOTAL SES 1	384.	3.76	1.99	384.	3.71	2.10	384.	4.09	1.99	384.	3.77	2.14
TOTAL SES 2	316.	3.89	1.82	316.	3.85	2.04	316.	3.63	1.96	316.	3.93	1.94
TOTAL GIRLS	323.	4.05	1.90	323.	3.81	2.10	323.	4.18	1.94	323.	3.91	2.06
TOTAL BOYS	377.	3.60	1.90	377.	3.75	2.04	377.	3.53	2.02	377.	3.78	2.01
SIGNIFICANT EFFECTS		GRADE	SEX				SES	SEX				

INDIA

TABLE: PROBLEM THIRTEEN
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 13, VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

	FATHER SCOLDING SON 512			FATHER SCOLDING DAUGHTER 534			MOTHER SCOLDING SON 546			MOTHER SCOLDING DAUGHTER 526		
GROUP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	4.51	1.81	241.	4.76	1.81	241.	4.77	1.91	241.	4.95	1.77
SES 1	134.	4.37	1.84	134.	4.77	1.90	134.	4.69	1.96	134.	4.92	1.81
SES 2	107.	4.65	1.79	107.	4.75	1.72	107.	4.84	1.85	107.	4.99	1.73
GIRLS	108.	4.52	1.69	108.	4.54	1.80	108.	4.92	1.73	108.	4.96	1.83
BOYS	133.	4.50	1.94	133.	4.88	1.82	133.	4.62	2.08	133.	4.95	1.71
GRADE 6, TOTAL	260.	5.03	1.57	260.	5.07	1.56	260.	5.00	1.76	260.	5.22	1.50
SES 1	154.	4.94	1.64	154.	4.83	1.51	154.	4.91	1.79	154.	5.05	1.55
SES 2	106.	5.12	1.50	106.	5.32	1.60	106.	5.10	1.73	106.	5.39	1.45
GIRLS	113.	5.15	1.49	113.	5.16	1.42	113.	5.10	1.70	113.	5.22	1.46
BOYS	147.	4.91	1.65	147.	4.98	1.69	147.	4.91	1.82	147.	5.22	1.55
GRADE 8, TOTAL	199.	4.87	1.75	199.	4.57	1.88	199.	4.81	1.84	199.	5.05	1.56
SES 1	96.	5.26	1.66	96.	4.30	2.18	96.	4.76	1.98	96.	5.19	1.66
SES 2	103.	4.48	1.85	103.	4.84	1.58	103.	4.87	1.71	103.	4.91	1.47
GIRLS	102.	4.81	1.83	102.	4.04	2.22	102.	4.41	2.05	102.	5.04	1.65
BOYS	97.	4.92	1.67	97.	5.09	1.54	97.	5.21	1.64	97.	5.06	1.48
TOTAL SES 1	384.	4.86	1.71	384.	4.63	1.87	384.	4.79	1.91	384.	5.06	1.67
TOTAL SES 2	316.	4.75	1.71	316.	4.97	1.63	316.	4.94	1.76	316.	5.09	1.55
TOTAL GIRLS	323.	4.83	1.67	323.	4.61	1.81	323.	4.81	1.83	323.	5.07	1.64
TOTAL BOYS	377.	4.77	1.75	377.	4.98	1.68	377.	4.91	1.84	377.	5.08	1.58
SIGNIFICANT EFFECTS												

	BOY SCOLDING BOY 532			BOY SCOLDING GIRL 524			GIRL SCOLDING BOY 556			GIRL SCOLDING GIRL 566		
GROUP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	4.34	1.94	241.	4.30	1.94	241.	3.85	2.07	241.	3.65	2.09
SES 1	134.	4.28	2.00	134.	4.36	1.98	134.	4.01	2.06	134.	4.03	2.14
SES 2	107.	4.41	1.88	107.	4.23	1.90	107.	3.69	2.08	107.	3.26	2.03
GIRLS	108.	4.51	1.82	108.	4.38	1.93	108.	4.13	1.91	108.	3.81	2.05
BOYS	133.	4.17	2.06	133.	4.21	1.95	133.	3.56	2.23	133.	3.48	2.12
GRADE 6, TOTAL	260.	4.20	1.86	260.	4.26	1.86	260.	3.71	2.06	260.	3.96	1.99
SES 1	154.	4.22	1.85	154.	4.09	1.95	154.	3.89	2.01	154.	3.66	1.97
SES 2	106.	4.17	1.87	106.	4.44	1.77	106.	3.53	2.10	106.	4.26	2.01
GIRLS	113.	4.25	1.74	113.	4.10	1.87	113.	3.89	2.03	113.	4.06	2.04
BOYS	147.	4.15	1.98	147.	4.43	1.86	147.	3.53	2.08	147.	3.86	1.94
GRADE 8, TOTAL	199.	3.53	1.88	199.	4.30	1.81	199.	3.69	1.95	199.	3.58	1.97
SES 1	96.	3.11	2.07	96.	4.69	1.94	96.	3.81	2.14	96.	3.51	2.20
SES 2	103.	3.95	1.68	103.	3.91	1.68	103.	3.58	1.76	103.	3.65	1.74
GIRLS	102.	3.16	1.94	102.	4.51	1.83	102.	3.73	2.04	102.	3.42	2.06
BOYS	97.	3.90	1.81	97.	4.10	1.79	97.	3.66	1.86	97.	3.73	1.88
TOTAL SES 1	384.	3.87	1.97	384.	4.38	1.95	384.	3.90	2.07	384.	3.73	2.10
TOTAL SES 2	316.	4.18	1.81	316.	4.19	1.79	316.	3.60	1.98	316.	3.72	1.93
TOTAL GIRLS	323.	3.97	1.83	323.	4.33	1.88	323.	3.92	1.99	323.	3.76	2.05
TOTAL BOYS	377.	4.07	1.95	377.	4.24	1.86	377.	3.59	2.06	377.	3.69	1.98
SIGNIFICANT EFFECTS		GRADE									SEX	

INDIA

TABLE: PROBLEM THIRTEEN
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 13, VICTIM RATING.
TEM - HOW WRONG IS THE (VICTIM).

	BOY SCOLDING FATHER 542			BOY SCOLDING MOTHER 518			GIRL SCOLDING FATHER 550			GIRL SCOLDING MOTHER 560		
ROUP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	3.25	2.18	241.	2.84	1.87	241.	3.09	2.09	241.	3.14	2.09
SES 1	134.	3.69	2.27	134.	3.25	2.01	134.	3.48	2.20	134.	3.46	2.13
SES 2	107.	2.81	2.09	107.	2.43	1.73	107.	2.71	1.98	107.	2.83	2.04
GIRLS	108.	3.56	2.21	108.	3.03	1.91	108.	3.42	2.06	108.	3.38	2.04
BOYS	133.	2.94	2.15	133.	2.65	1.83	133.	2.77	2.11	133.	2.90	2.14
GRADE 6, TOTAL	260.	2.80	2.03	260.	2.82	1.98	260.	2.63	1.89	260.	2.89	2.08
SES 1	154.	3.04	2.07	154.	3.13	1.99	154.	2.93	1.94	154.	3.17	2.08
SES 2	106.	2.57	1.99	106.	2.51	1.97	106.	2.34	1.84	106.	2.60	2.09
GIRLS	113.	3.17	2.18	113.	3.04	2.09	113.	2.88	2.03	113.	3.05	2.11
BOYS	147.	2.44	1.89	147.	2.60	1.87	147.	2.39	1.75	147.	2.73	2.05
GRADE 8, TOTAL	199.	2.83	2.17	199.	3.10	2.19	199.	2.88	2.12	199.	2.96	2.05
SES 1	96.	2.71	2.16	96.	3.59	2.33	96.	2.87	2.24	96.	2.96	2.10
SES 2	103.	2.95	2.19	103.	2.61	2.06	103.	2.89	2.00	103.	2.96	2.00
GIRLS	102.	3.15	2.39	102.	3.36	2.37	102.	3.32	2.37	102.	3.47	2.33
BOYS	97.	2.50	1.96	97.	2.84	2.02	97.	2.44	1.87	97.	2.44	1.77
TOTAL SES 1	384.	3.15	2.16	384.	3.32	2.11	384.	3.09	2.12	384.	3.20	2.10
TOTAL SES 2	316.	2.78	2.09	316.	2.52	1.92	316.	2.65	1.94	316.	2.80	2.04
TOTAL GIRLS	323.	3.29	2.26	323.	3.15	2.13	323.	3.21	2.15	323.	3.30	2.16
TOTAL BOYS	377.	2.63	2.00	377.	2.69	1.91	377.	2.53	1.91	377.	2.69	1.99
IGNIFICANT EFFECTS		SES	SEX	SES	SEX			SES	SEX		SES	SEX

	TEACHER SCOLDING BOY 516			TEACHER SCOLDING GIRL 528			BOY SCOLDING TEACHER 558			GIRL SCOLDING TEACHER 544		
UP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
RADE 4, TOTAL	241.	4.90	1.66	241.	5.19	1.61	241.	3.22	2.09	241.	2.98	2.08
SES 1	134.	5.09	1.59	134.	5.03	1.79	134.	3.61	2.11	134.	3.34	2.12
SES 2	107.	4.72	1.72	107.	5.36	1.43	107.	2.82	2.06	107.	2.62	2.05
GIRLS	108.	4.89	1.70	108.	5.21	1.57	108.	3.41	2.09	108.	3.23	2.03
BOYS	133.	4.91	1.62	133.	5.17	1.65	133.	3.02	2.09	133.	2.73	2.13
RADE 6, TOTAL	260.	5.26	1.65	260.	5.05	1.61	260.	2.96	2.13	260.	2.75	2.00
SES 1	154.	5.20	1.59	154.	4.94	1.59	154.	2.95	2.05	154.	2.89	1.92
SES 2	106.	5.32	1.70	106.	5.15	1.63	106.	2.96	2.20	106.	2.61	2.07
GIRLS	113.	5.37	1.52	113.	5.04	1.61	113.	2.98	2.20	113.	3.07	2.16
BOYS	147.	5.15	1.78	147.	5.05	1.62	147.	2.93	2.05	147.	2.44	1.83
RADE 8, TOTAL	199.	5.21	1.53	199.	4.74	1.78	199.	2.69	2.04	199.	2.81	2.14
SES 1	96.	5.47	1.50	96.	4.70	1.96	96.	2.43	2.06	96.	2.54	2.16
SES 2	103.	4.94	1.55	103.	4.78	1.59	103.	2.95	2.03	103.	2.98	2.12
GIRLS	102.	5.34	1.44	102.	4.31	2.10	102.	2.92	2.27	102.	3.08	2.34
BOYS	97.	5.07	1.61	97.	5.17	1.46	97.	2.47	1.81	97.	2.53	1.95
TOTAL SES 1	384.	5.25	1.56	384.	4.89	1.70	384.	3.00	2.07	384.	2.96	2.07
TOTAL SES 2	316.	4.99	1.66	316.	5.10	1.55	316.	2.91	2.10	316.	2.74	2.08
TOTAL GIRLS	323.	5.20	1.55	323.	4.86	1.76	323.	3.10	2.19	323.	3.13	2.18
TOTAL BOYS	377.	5.04	1.67	377.	5.13	1.58	377.	2.81	1.99	377.	2.57	1.97
NIFICANT EFFECTS		GRADE						GRADE			SEX	

TABLE: PROBLEM THIRTEEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 13, VICTIM RATING.

ITEM - HOW WRONG IS THE (VICTIM).

	POLICEMAN SCOLDING BOY 520			POLICEMAN SCOLDING GIRL 538			BOY SCOLDING POLICEMAN 564			GIRL SCOLDING POLICEMAN 552		
GROUP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	4.89	1.67	241.	4.60	1.94	241.	3.33	2.10	241.	3.26	2.14
SES 1	134.	4.81	1.74	134.	4.55	1.97	134.	3.80	2.12	134.	3.53	2.15
SES 2	107.	4.97	1.61	107.	4.54	1.90	107.	2.85	2.08	107.	2.98	2.14
GIRLS	108.	4.87	1.70	108.	4.64	1.82	108.	3.56	2.09	108.	3.67	2.16
BOYS	133.	4.92	1.65	133.	4.55	2.06	133.	3.09	2.11	133.	2.84	2.13
GRADE 6, TOTAL	260.	4.79	1.70	260.	4.74	1.67	260.	3.19	2.14	260.	3.08	2.09
SES 1	154.	4.67	1.80	154.	4.46	1.70	154.	3.30	2.14	154.	3.24	1.99
SES 2	106.	4.90	1.60	106.	5.03	1.64	106.	3.09	2.14	106.	2.92	2.19
GIRLS	113.	4.75	1.73	113.	4.67	1.53	113.	3.20	2.20	113.	3.24	2.12
BOYS	147.	4.82	1.67	147.	4.82	1.81	147.	3.19	2.09	147.	2.92	2.06
GRADE 8, TOTAL	199.	4.67	1.80	199.	4.44	1.92	199.	2.95	1.90	199.	3.25	2.18
SES 1	96.	4.63	1.99	96.	4.44	2.10	96.	2.54	1.91	96.	3.09	2.27
SES 2	103.	4.71	1.61	103.	4.43	1.75	103.	3.36	1.89	103.	3.40	2.09
GIRLS	102.	5.03	1.70	102.	4.27	2.10	102.	3.14	2.09	102.	3.57	2.30
BOYS	97.	4.31	1.91	97.	4.60	1.75	97.	2.75	1.70	97.	2.92	2.06
TOTAL SES 1	384.	4.70	1.84	384.	4.48	1.92	384.	3.21	2.06	384.	3.28	2.14
TOTAL SES 2	316.	4.86	1.61	316.	4.70	1.76	316.	3.10	2.04	316.	3.10	2.14
TOTAL GIRLS	323.	4.88	1.71	323.	4.53	1.82	323.	3.30	2.13	323.	3.49	2.19
TOTAL BOYS	377.	4.68	1.74	377.	4.66	1.87	377.	3.01	1.97	377.	2.89	2.08
SIGNIFICANT EFFECTS											SEX	

Italy

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ITALIAN PAR ANALYSIS

Introduction

The view of aggression as nothing else than a destructive force, fostered by Freud's theory of instincts, is no longer maintained even in psychoanalytic thinking. Students of child development generally recognize that aggression is an essential component of human behavior which, quite apart from its pathological turning into hostility and hatred, is necessary if the child has to attain independence from the adult world. Aggressive behavior is implied in intellectual achievement and in general in all kinds of adaptive behavior which enables the child to master reality while asserting his own individuality. Biological as well as cultural factors regulate the expression of aggression and account for the often observed differences between the sexes in the display of aggression. Cultural standards, with respect to the expression of aggression, set norms of behavior which are peculiar to a given culture.

The confluence of the humanistic culture and the Catholic spirit in the Italian society have determined a particular attitude against the most violent forms of aggression. Aversion from aggression was reflected, among other things, in the concern over death penalty and prison regulations culminating in the revolutionary work of Cesare Beccaria, "Dei Delitti a delle Pene", which, as early as 1764 proposed the abrogation of capital punishment. This book, well known all over Europe, was the greatest source of inspiration for all subsequent reforms. In Italy death penalty was definitely abrogated in 1890.

Italy, to-day, like all other western countries undergoes the pressures of a socio-economic system which stimulates aggressive behavior as a means of survival in a competitive world. It will be of interest to see in the cross-national study whether the contrast, between a traditionally non aggressive culture and the new drive towards aggressive competition at the social economic level differentiate the Italian child from those children, in the study, belonging to the western cultures submitted to similar pressures but with different historical and phylosophical backgrounds.

Within the same culture it can be assumed that these norms regulating aggression vary according to the type of aggression (physical or verbal), as well as the sex, status and role of the figures involved in the aggressive action. The PAR analysis aims at measuring the effect of these variables on children's perception of aggression and the variations occurring with age, sex and SES in children of different cultures.

Effect of Status

The analysis of variance of the status variables combines the PAR pictures into three indices: adults attack children (AAC) children attack adults (CAA) and children attack children (CAC).

The results of the aggressor ratings (see Fig. P12 and Table P12) confirm the hypothesis that aggression on the part of adult figures would be rated as less wrong, more justifiable, than child aggression to adults and peers, at all three grade levels.

The results of the victims ratings (see Fig. P16 and Table P16) are more complex and do not confirm the hypothesis that adult victims would be rated as less wrong than child victims. The differences between the three indices are small for the fourth and sixth grades. The eighth grade children rate the adults being attacked by children as most wrong, children being attacked by other children as least wrong, with children being attacked by adults at an intermediate position.

A. Age Differences

There are significant age changes for all status indices. For the AAC index, ratings of the aggressors' wrongness increase with age, while ratings of the victims' wrongness decrease. For the CAA and CAC indices, on the other hand, ratings of victims' wrongness increase with age, while ratings of aggressors' wrongness decrease.

The variations in both aggressor and victim ratings indicate that, with increase in age, children become more critical and less accepting of adult aggression, at the same time that they view child aggression as less wrong. The findings can be attributed to well known developmental trends in identification processes, gradually switching from adults to peers. Changes in victim ratings are, perhaps the best indicator of the growing criticism of the child towards the stimulus situation, which is not perceived anymore in antithetic and absolute terms, whereby if the aggressor is right, the victim is wrong and vice versa, but in more relative terms with aggressor and victim being pretty much on the same level. In particular, the adult figure is not apriori perceived as always right and the child as always wrong. As Piaget points out, the moral judgment of the child, heteronomous in the youngest, i.e., bound to the adult world, becomes more autonomous with age. Intellectual growth and in particular conceptual maturity allow the child to judge the situation in more differentiated terms.

As the following section will indicate, breakdowns in the status and role of the figures further clarify the findings. As a general statement, it should be noted that, despite the age changes, adult aggression to children remains less wrong than child aggression to adults. Children at all three grades acknowledge the right of the adult figures to punish children. These findings are supported by the YIAPR research results which indicate that children's perception of adults' power to punish is consistently high, while their perception of friends' power to punish is consistently low at all three age levels.

The interview study confirms that the status variable affects norms of behavior. In general children discriminate between rules that are the same for adults and children and rules that must be followed only by adults or by children. Furthermore, most children maintain that they get away with breaking rules more often than adults, probably acknowledging the greater responsibility assumed in adults' behavior.

B. Sex Differences

Girls' ratings of the aggressors' wrongness in child to child and child to adult aggression are significantly higher than boys' ratings, while boys' ratings of the victims' wrongness in adult to child aggression are significantly higher than those of girls. (See Figs. P12 and P16-Sex and Tables P12 and P16). The findings may indicate that girls, who condemn children in the role of aggressor more than boys do, are more deferent toward the adults, because of greater dependency needs while boys, who condemn children in the role of victim more than girls do, seem to reflect the great sanctions adults usually apply to boys. The latter interpretation is supported by the YIAPR results according to which boys perceived adult figures as more punitive than do girls.

C. SES Differences

SES differences show that upper class children rate aggressors in adult to child aggression as more wrong than lower class children, probably because overt aggression is less acceptable by upper class standards. The results for hitting versus scolding pictures in the following sections support this contention.

There is no evidence of SES differences in victims' ratings. (See Figs. P12 and P16-SES and Tables P12 and P16).

D. Interview Data

The interview study confirms that the status variable affects norms of behavior. In general children discriminate between rules that are the same for adults and children and rules that must be followed only by adults or by children. To the question "Are rules the same for adults and children?" most children (60%) maintain that some rules are the same and some are different. Furthermore, most children (62%) maintain that they get away with breaking rules more often than adults, probably acknowledging the greater responsibility assumed in adults' behavior. (See Tables IV B,G and VII A,B,C,E).

Effect of Status and Role

The status hypotheses are, for the aggressor ratings, on the whole confirmed irrespective of the identity of the adult role. The results show that children scolding adults are judged to be more wrong than adults scolding children, whatever the role of the adult is. As predicted, children are judged to be the least wrong when they are scolding other children. The rank order of the wrongness of children shows little variation when the victim being scolded is an adult. The rank order of wrongness of aggressors scolding children is, as predicted: children, policemen, teachers, parents.

The ranking indicated that aggressivity is more tolerated when coming from family or school figures, that is, from people who usually regulate children's behavior. The interview data indicate that most children differentiate themselves from adults in that they have to follow different family and school rules (children have to obey parents, children have to go to school, adults have to work). Children seem, therefore, to be aware of the different roles adults and children play in the areas particularly concerned with children education. Outside these areas, that is, in the most comprehensive areas of community and government, most children maintain that rules are the same for children and adults ("they have to follow traffic rules", "they must not transgress laws"). Considering also that policeman's aggressivity is judged as most wrong among adults; aggressivity, children appear, therefore, to realize that, outside the specific institutions concerned with their education, they are almost on equal terms with adults. This is also the case of religious and moral rules which are offered by a good number of children as examples of rules that must be followed irrespective of status.

A. Age Differences

As far as victim ratings are concerned, the results show the hypotheses to be only partially correct. In particular: victims ratings are higher in adults scolding children than in children scolding adults only at the fourth grade level. As already noted in the status indices, with increase in age, victims ratings present a pattern which consistently shows a significant increase in wrongness when the victim is the adult and a significant decrease in wrongness when the victim is the child and the aggressor is the adult. When both aggressor and victim are children, victim ratings increase with age only in the case of children hit children. It can be inferred, therefore, that the increase in victim ratings in the combined index CAC is largely due to the hitting variable. By the eighth grade the difference between aggressor and victim ratings becomes smaller than in earlier grades. (See Tables P10 and P14).

These aggressor and victim age changes reach significance for the indices of children scolding policemen and parents scolding children. Aggressors' ratings of children scold policemen, decrease significantly with age while victims' ratings of children scold policemen increase significantly with age. The loss of prestige of this figure with age, has deep rooted historical reasons. It reflects, in fact, the general and persisting distrust towards the agents of government in a country which up to a century ago was oppressed by foreign domination, enforced by a persecutory police system. The traditional dislike towards policemen was, if anything, reinforced by the abuse of police force during Fascism. The finding which can be viewed as the outcome of the improved capacity for role discrimination of older children is amply supported in the YIAPR research, by the decrease with age in children's ratings of policeman as a helpful and likeable figure.

The ratings of parents scolding children show the opposite relationship with age from those of children scolding policemen, i.e., the aggressors ratings increase in wrongness and the victims ratings decrease in wrongness as the children's age increases.

Age or grade has more of an effect upon the victims ratings than on the aggressors ratings. In addition to the indices just discussed, the victims ratings for parents and teachers being scolded by children, rise significantly with increasing age, while those of children being scolded by teachers, and policemen decrease significantly. However, the comparable aggressors ratings for these indices do not show significant age changes.

In general, then the age changes of the victim ratings are consistent across adult role and confirm the general findings reported for the status variables.

B. Sex Differences

As to aggressor ratings, there are sex differences with girls giving higher ratings than boys in children scold policemen and teacher, i.e., when the victims are adult figures outside the family. As compared to the combined index CAA, the finding points out that sex differences are more evident in those instances in which the role of the authority figures, being less familiar and therefore relatively less structured, elicits responses more charged with functional factors, which in this case would be girls' greater need to be socially accepted. (See Table P10).

Boys, particularly in grade 6, give higher ratings than girls for parents scold children probably another indication of this trend.

For the victims ratings, on the other hand, boys give higher ratings than girls for the indices, parents, teachers or policemen scold children, i.e., all of the adult to child indices. These differences, parallel those reported for the status indices and indicate, again, that the role of the adult figure does not affect the sampling dimensions of [illegible] judgments. (See Table P14).

There is an interaction effect in the children scold children showing that girls give lower ratings than boys at the fourth grade level, and higher ratings than boys at the eighth grade level, i.e., girls' ratings increase while boys' ratings decrease.

C. SES Differences

An interaction effect in ratings of children scold teachers indicate that higher SES children condemn the aggressor more than lower SES children at the fourth and sixth grade levels, and less than lower SES children at the eighth grade level. As already noted in the YIAPR research the teacher figure has more prestige among lower class children. With increase in age the teacher figure becomes probably a better model of identification for children of lower SES, whose parents, being little educated, cannot keep up with the new needs and aspirations of their children. As it will be seen in the following section the finding applies essentially to girls who have most profited from the recent law which has made school attendance compulsory up to the age of fourteen. Previously lower SES parents would seldom pay for girls' education on the assumption that a woman's role is in the home.

There is but one main SES difference in victim ratings, with higher SES children giving higher ratings than lower SES children in children scold parents. The finding is an isolated one since it is the only instance throughout the analysis of status role and sex, in which the scolding variable affects SES findings.

D. Interview Data

The ranking indicated that aggressivity is more tolerated when coming from family or school figures, that is, from people who usually regulate children's behavior. The interview data indicate that most children differentiate themselves from adults in that they have to follow in some cases different rules. To the question "Are rules the same for adults and children?", most children (69%) maintain that some rules are the same and some are different. Rules pointed to as different are family and school rules are: "children have to obey parents"; "children have to go to school, adults have to work". Children seem, therefore, to be aware of the different roles adults and children play in the areas particularly concerned with children's education.

Outside these areas, that is in the most comprehensive areas of community and government most children maintain that rules are the same for children and adults ("they have to follow traffic rules", "they must not transgress laws"). Considering also that policeman's aggressivity is judged as most wrong among adults' aggressivity, children seem, therefore, to realize that outside the specific institutions concerned with their education, they are almost on equal terms with adults. This is also the case of religious and moral rules which are offered by a good number of children as examples of rules that must be followed irrespective of status (e.g., "don't kill").

Furthermore, there is evidence from the interview data that, while in the fourth grade parents are seen as the major enforcers of rules, by the eighth grade level most adult figures as well as friends, may induce children to follow rules. To the question "who can make you follow the rules?", forty-eight percent of the answers pointing to parents are given by 4th grade children. Twenty-eight percent by 6th grade children, and 25% by 8th grade children. The answers indicating most adult figures, as well as friends, as rule enforcers are given as follows: 17% by 4th grade children, 38% by 6th grade children, and 67% by 8th grade children. The interview data seem, therefore, to emphasize the preadolescent's process of emancipation from parental authority. The interview results indicate also that punishment following transgressions is feared most when coming from father and policeman who are perceived as the persons who give the most severe punishment ("father's hands are heavier", "policemen fines"). (See Tables IV D,E,I,J and VI and IX).

Effect of Action

As predicted, hitting is judged to be worse than scolding for both parent to child and child to parent aggression. (See Table P10). Also, as predicted, victims of hitting are, in general, judged to be more wrong than victims of scolding, although this result does not hold for all sampling breaks.

A. Age Differences

Children judge parents hitting children to be increasingly more wrong with advancing age. (See Table P10). The victims ratings show that, with advancing age children judge children to be decreasingly wrong when being hit by parents, but increasingly wrong when being hit by other children. (See Table P14).

Since the ratings of scolding on the part of parents and all other adult figures show no evidence of change with age, it can be inferred that the age increase in the combined AAC status index is mainly due to the hitting variable. The finding suggests that, while children may accept scolding from adults at all three age levels, they become increasingly critical of parental physical aggression, which may be perceived as increasingly more humiliating.

It should be noted that the child to child aggressor indices show the opposite effect of action from that indicated for the adult to child indices. That is, the ratings of children scold children decrease with age, although the effect is not significant, while the children hit children rating show no age changes. Thus the decrease with age for the combined CAC status index can be attributed to the scolding, rather than to the hitting pictures. Evidently scolding among peers becomes less condemned with age because of mutual identification which makes children more accepting of reciprocal criticism. The YIAPR results show this effect, that children with increasing age rely more on friendship, as can be inferred from the finding that they discuss among themselves, such issues as unjust requests made of them by adults.

B. Sex Differences

The children hit children aggressor index is rated higher by girls than by boys, while no difference is evident in children scold children. The hitting variable is therefore, the major source of variation between boys' and girls' ratings in the combined index CAC. Biological factors, as well as known cultural differences in sex typing behavior with respect to physical aggression, consistently penalized as inappropriate to female, may account for the result.

C. SES Differences

The only SES differences in Table P10 occur for the hitting indices.

Aggressor ratings show main SES differences only in those instances in which, irrespective of the status of the aggressor, the action involves physical aggression: higher SES children give higher ratings than lower SES children in parents hit children and children hit children. Evidently the hitting variable differentiates between SESs because overt aggression is more condemned in the upper class family.

No SES differences appear for the victims ratings of the hitting indices.

Effect of Sex

The sex analysis combines the figures according to the sex of aggressor and victim, irrespective of status, role or action. The indices are: males attack males (MAM), males attack females (MAF), females attack males (FAM), females attack females (FAF).

The results show that, in the Italian sample, the hypotheses concerning relationships among the sex indices were largely incorrect, for both aggressor and victim ratings. In particular, for the aggressor ratings, there is no evidence to support the hypothesis that females attack females would be judged as more wrong than males attack males. As to the hypothesis that males attack females would be worse than males attack males, the findings indicate a difference in the opposite direction, which disappears by the eighth grade level due to a significant decrease with age in the wrongness of the males attack males ratings.

Ranking of mean ratings from most to least wrong is as follows: 1) females attack males; 2) females attack females; 3) males attack males; 4) males attack females. The finding shows that in the Italian culture female aggression to males is the most condemned, while male aggression to females is the least condemned type of aggression. (See Fig. P11 and Table P11).

As to victims ratings the hypothesis that across sex aggression (ales attack females, females attack males) would be judged to be worse than within sex aggression (males attack males, females attack females) was not verified.

In particular, ratings of wrongness of the victim in the males attack females index are not worse than the comparable ratings of victims' wrongness in the males attack males index. There is actually a trend in the opposite direction; by the eighth grade level, wrongness of victims' ratings in males attack males becomes significantly higher than wrongness of victims in males attack females. Similarly, victim ratings are not worse in females attack males than in females attack females, except at the eighth grade level, due to a significant increase with age in ratings of victims in females attack males.

Ranking of mean victim ratings follows the same pattern as aggressor mean ratings, i.e., 1) females attack males; 2) females attack females; 3) males attack males; 4) males attack females. (See Fig. P15 and Table P15).

As predicted, victim ratings are in general lower than aggressor ratings. The difference, however, tends to disappear with age, either because aggressor ratings decrease, or because victim ratings increase significantly.

A. Age Differences

The wrongness of within sex aggression (males attack males and females attack females) decreases significantly with age. Evolutional trends in sex role identification may account for the finding which implies greater ease and tolerance among persons of the same sex. As it will be seen in the following section the finding applies essentially to peers.

An interaction effect between age and sex in males attack males, females attack females, males attack females shows that boys give consitently higher ratings than girls to the victim at the fourth grade level. At the eighth grade level the position is inverted due to an increase in girls' ratings and a decrease in boys' ratings. (See Fig. P15 and Table P15). These findings indicate that, with advancing age, boys view victims of aggression as increasingly less wrong while girls see them as increasingly more wrong.

B. Sex Differences

Sex differences show that girls give significantly higher ratings than boys when the aggressor is male (males attack males and males attack females), while boys give sigificantly higher ratings than girls in the females attack males index (females attack females shows no difference). Inspection of the means shows, however, that both sexes condemn female aggression to males to a higher degree than male aggression to females. (See Table P11). There is no evidence of sex differences in the victims ratings.

The findings seem to show that in the Italian culture males have a domineering attitude towards females which is on the whole accepted by females. On psychological grounds it could be argued that the great aggressivity of males towards females, than toward males, is the result of the frustration resulting from the switch in identification processes from mother to father. The uncertainty of sexual identification and the ambivalent feelings which accompany this process are generally believed to be the major source of the aggressivity of boys against girls at this age. However, the findings is not verified across all cultures, and it could be due to a peculiar aspect of Italian society, where the accelerated industrialization processes have not yet been matched by adequate changes within the family structure, still anchored to the overwhelming role of the male as breadwinner and head of the family. The dominate role of males vs. females was until very recently reflected and supported by Italian laws, especially with respect to family laws (greater penalty for women in case of adultery; Patria Potestas - i.e., all decisional powers regarding the future of children - granted to fathers in case of separation of the couple).

C. SES Differences

Aggressor ratings show significant SES differences which indicate that higher SES children in general condemn aggression more than lower SES children, with the exception of female aggression to males which shows an interaction effect between SES and grade: higher SES children give higher ratings than lower SES children in 4th and 6th grade and lower ratings in eighth grade: i.e., ratings of lower SES children increase, while ratings of upper SES children decrease. (See Fig. P11).

Since higher SES children usually condemn aggression more than lower SES children, this interaction becomes of interest in that it shows that with increase in age, and the improved capacity for role discrimination of the older child, different attitudes towards female role in the two SESs may determine the inversion of the usual SES trends in judging aggression. The finding seems to reflect the fact that higher SES females have had so far better chances, through access to higher education, to emancipate themselves from the traditionally submissive female role in the Italian culture. Higher SES children, perceiving females and males on more equalitarian terms than lower SES children, are also more accepting, or less critical of female aggression to male.

Victim ratings show no evidence of SES differences.

D. Interview Data

The interview data show that the great majority of children don't discriminate among rules of boys and girls. To the question "Are rules the same for boys and girls?", most children (64%) answer "Yes, they are", some (15%) answer, "no, they are not" and others (15%) maintain that only some rules are different. These results could be attributed to the discrepancy between children's self-reports about beliefs and their attitudes as measured by a projective instrument such as the PAR instrument. When asked to mention what rules are different for boys and girls, children referred to games and occupations they considered exclusive for either boys or girls ("boys play in the open, girls cannot because they would be molested", "girls wash linen, boys do not because they are not able", "boys play football"). The examples reveal in some children the survival of traditional prejudices according to which females are particularly homelike in their roles and in their need for protection against (male) aggression. Boys' superiority to girls, however, comes out also from the interview data pointing to boys' greater ability to get away with breaking rules. (See Tables IV A,F,C,H and VII D).

Effect of Sex, Role and Action

Taking into consideration the variables of sex, role and action it is possible to observe when one of these variables overrules the others.

It seems that as far as victim ratings are concerned, there are no relevant findings, when sex, role and action are considered, which might clarify the meaning of the data observed so far. However, analysis of the aggressors ratings for individual pictures throws additional light on the previous discussion (See Table P9).

A. Age Differences

Ratings of parent hits child, irrespective of the sex of parent and child, increases with age.

Within sex aggression does not decrease with age in ratings of parent scolds child of the same sex, or policeman scolds boy. Evidently the greater tolerance implied in the decrease of the combined indices MAM and FAF applies essentially to aggression among peers. Even among peers, if the action is considered, ratings of girl hits girl does not decrease with age as in the combined index FAF, indicating that hitting among females is equally condemned at all three age levels.

Across sex aggression which does not show age differences in the combined indices, decreases with age, in ratings of father scolds daughter a finding which seems to confirm the submissive role of females in the Italian culture, characterized by patriarchal traditions. Ratings of girl scolds policeman, on the other hand, decrease with age. The finding gives further support to the loss of prestige of the policeman figure with age.

B. Sex Differences

There are no sex differences due to role, sex or action when the aggressor is the adult and the victim is the child. There are, on the contrary, sex differences when the aggressor is the child and the victim is the adult with girls giving higher ratings than boys with the exception of girl scolds father and boy scolds mother which show no difference. Aggression among peers departs from the observed sex differences in the combined indices with girl hits girl being rated higher by girls than boys. A finding which emphasizes the fact that physical aggression is perceived as more wrong by girls than by boys. To this effect it is worth noting that ratings of scolding among peers, when the sex of aggressor and victim is considered, indicate that girls vary little in relation to the sex of the aggressor and victim, judging aggression almost always in the category "wrong", while boys range widely from a maximum of very "wrong" in girl scolds boy, to a minimum of "little wrong" in boy scolds girl. The results indicate the extent of boys' aggressive attitude towards girls in the Italian culture.

C. SES Differences

Parent hits child is rated higher by higher SES children irrespective of the sex of parent and child, except mother hits daughter which shows no SES difference. No SES differences show up in ratings of parents (and all other adult figures) scolding children, irrespective of the sex of the aggressor and the victim. Aggression among same sex peers shows SES difference only when the hitting variable is involved, while boy hits girl shows no SES difference, and girl hits boy shows the same interaction observed in FAM. Boy scolds teacher is rated higher by higher SES children, while girl scolds teacher shows the same SES by grade interaction observed in children scold teacher.

Summary and Discussion

The most salient aspects of the PAR analysis can be summarized as follows:

1. The status variable affects children's perception of aggression at all three age levels. Aggression on the part of adult figures is judged to be less wrong than aggression on the part of children. Variations in both aggressor and victim ratings show that, with increase in age, children become more critical and less accepting of adult aggression, while judging child aggression as less wrong. Girls perceive children in the role of aggressor as more wrong than do boys, while boys perceive children in the role of victim as more wrong than do girls.

2. When the action is considered, children judge hitting to be more wrong than scolding. The wrongness of hitting increases with age and is higher for higher SES children. Scolding among peers decreases with age. Ratings of children scolding

policemen also decrease with age, while there is a SES by age interaction in ratings of children scolding teacher, indicating that with increase in age lower SES children condemn the aggressor more than higher SES children.

3. The sex variable affects children's perception indicating that male aggression is in general less condemned than female aggression. The ranking of the combined indices from most to least wrong is: FAM, FAF, MAM, MAF. Within sex aggression decreases with age among peers; across sex aggression decreases with age in the case of father scolds daughter and girl scolds policeman. Girls give consistently higher ratings than boys when the aggressor is male; boys give higher ratings than girls when the aggressor is female and the victim is male. Mean ratings however, indicate that both sexes condemn female aggression to males more than male aggression to females. Aggression between same sex peers is rated most wrong by girls in the case of girl hits girl.

The PAR analysis has contributed to the understanding of some evolutional trends as well as sexual and social class differences in children's perception of aggression. Variations with age are consistent with the view that aggression is an important factor in the achievement of independence.

Clear cut sex differences indicate that girls are on the whole less aggressive than boys, particularly when physical aggression is involved, and more compliant towards the authority system, represented by figures outside the family (teacher and policeman) who are usually charged, respectively, with the task of handing down and enforcing the established system of values. Aggression between sexes shows that boys have a domineering attitude towards girls which is on the whole accepted by girls. The finding confirms the submissive role of women in the Italian society based, as it is, on the role of man as breadwinner and head of the family.

The SES analysis shows differences in the outlet of aggression, indicating that physical aggression is more condemned by upper class children. Interestingly enough, upper class children, with increase in age, become more tolerant towards female aggression to male. The finding suggests that they are more aware of the ongoing emancipation of women in the Italian society. The perception of the teacher figure is also affected by social changes, brought about by the recent reform of the school system, which has made school attendance compulsory up to the age of fourteen. The increase in years of schooling has created a cultural gap between parents and children of lower SES who, consequently, may find in the teacher figure a better model of identification than their own parents.

The policeman figure stands out among all others as the authority figure who, with increase in age, looses his prestige. While historical reasons have been offered to explain the finding, more recent events regarding the students' revolt in Italy suggest that the dislike of policemen, as the person who enforces law, may represent the early symptom of children's unrest towards the established social system.

TABLE: PROBLEM TWELVE

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY STATUS SCORES. ANOVA PROBLEM 12, VARIABLES 1-3. AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

	ADULT ATTACKING CHILD 511,515,519,521,525,527, 529,533,537,539,545,553			CHILD ATTACKING ADULT 517,541,543,549,551, 557,559,563			CHILD ATTAKCING CHILD 513,523,531,535,547, 555,561,565		
GROUP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	259.	2.10	0.95	259.	6.32	0.87	259.	5.07	0.98
SES 1	154.	1.96	0.97	154.	6.21	0.98	154.	4.83	1.03
SES 2	105.	2.24	0.93	105.	6.44	0.77	105.	5.30	0.92
GIRLS	134.	2.07	0.99	134.	6.49	0.72	134.	5.21	1.01
BOYS	125.	2.14	0.91	125.	6.15	1.02	125.	4.92	0.94
GRADE 6, TOTAL	213.	2.04	0.84	213.	6.17	0.93	213.	4.79	1.08
SES 1	106.	1.92	0.78	106.	5.98	1.08	106.	4.67	1.21
SES 2	107.	2.17	0.89	107.	6.36	0.77	107.	4.90	0.95
GIRLS	104.	2.01	0.75	104.	6.39	0.77	104.	5.02	1.04
BOYS	109.	2.07	0.92	109.	5.96	1.09	109.	4.55	1.11
GRADE 8, TOTAL	224.	2.39	0.85	224.	5.93	1.08	224.	4.48	0.99
SES 1	113.	2.31	0.94	113.	5.98	0.96	113.	4.50	0.97
SES 2	111.	2.47	0.86	111.	5.87	1.19	111.	4.45	1.01
GIRLS	111.	2.42	0.82	111.	6.12	0.99	111.	4.69	1.01
BOYS	113.	2.35	0.88	113.	5.73	1.17	113.	4.26	0.98
TOTAL SES 1	373.	2.06	0.86	373.	6.06	1.01	373.	4.67	1.07
TOTAL SES 2	323.	2.29	0.89	323.	6.22	0.91	323.	4.89	0.96
TOTAL GIRLS	349.	2.17	0.85	349.	6.33	0.82	349.	4.97	1.02
TOTAL BOYS	347.	2.19	0.90	347.	5.95	1.09	347.	4.58	1.01
SIGNIFICANT EFFECTS		GRADE SES			GRADE SEX			GRADE SEX	

TABLE: PROBLEM SIXTEEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY STATUS SCORES. ANOVA PROBLEM 16, VARIABLES 1-3. VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

	ADULT ATTACKING CHILD 512,526,520,522,526,528, 530,534,538,540,546,554			CHILD ATTACKING ADULT 518,542,544,550, 552,558,560,564			CHILD ATTAKCING CHILD 514,524,532,536, 548,556,562,566		
GROUP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	259.	4.11	1.20	259.	3.21	1.87	259.	3.17	1.14
SES 1	154.	4.09	1.19	154.	2.91	1.86	154.	3.06	1.06
SES 2	105.	4.13	1.22	105.	3.52	1.88	105.	3.27	1.21
GIRLS	134.	3.78	1.21	134.	2.96	1.81	134.	2.87	1.12
BOYS	125.	4.44	1.19	125.	3.47	1.93	125.	3.47	1.16
GRADE 6, TOTAL	213.	3.78	1.34	213.	4.43	2.03	213.	3.52	1.32
SES 1	106.	3.61	1.30	106.	4.63	2.00	106.	3.53	1.27
SES 2	107.	3.95	1.39	107.	4.22	2.06	107.	3.52	1.36
GIRLS	104.	3.38	1.40	104.	4.77	2.01	104.	3.56	1.55
BOYS	109.	4.17	1.29	109.	4.08	2.05	109.	3.49	1.08
GRADE 8, TOTAL	224.	2.74	1.38	224.	5.47	1.36	224.	3.86	1.17
SES 1	113.	3.07	1.38	113.	5.23	1.42	113.	3.73	1.10
SES 2	111.	2.41	1.38	111.	5.70	1.30	111.	4.00	1.25
GIRLS	111.	2.62	1.39	111.	5.68	1.28	111.	4.07	1.27
BOYS	113.	2.86	1.37	113.	5.25	1.44	113.	3.66	1.07
TOTAL SES 1	373.	3.59	1.29	373.	4.26	1.76	373.	3.44	1.14
TOTAL SES 2	323.	3.50	1.33	323.	4.48	1.75	323.	3.60	1.27
TOTAL GIRLS	349.	3.26	1.33	349.	4.47	1.70	349.	3.50	1.32
TOTAL BOYS	347.	3.82	1.28	347.	4.27	1.81	347.	3.54	1.10
SIGNIFICANT EFFECTS		GRADE SEX			GRADE			GRADE	

MEAN PEER AGGRESSION RATINGS FOR STATUS INDICES

Figure P 12 - SEX

ITALY

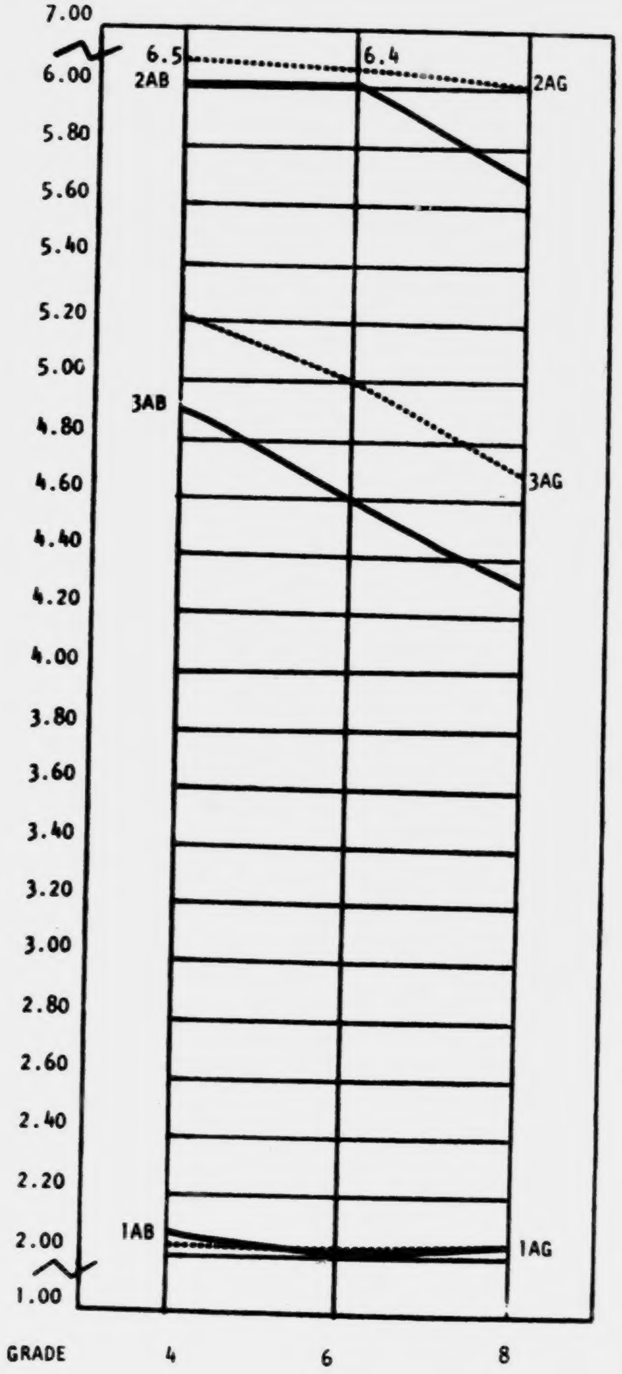
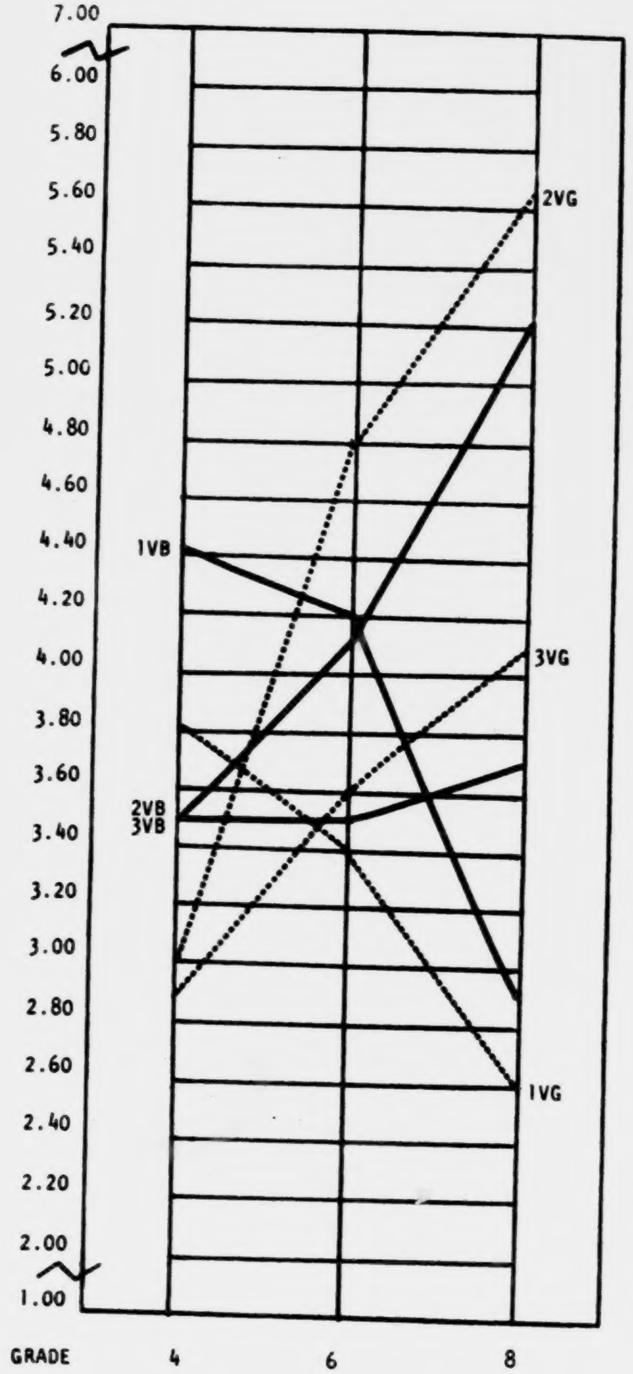


Figure P 16 - SEX

ITALY



1	ADULTS ATTACK CHILDREN
2	CHILDREN ATTACK ADULTS
3	CHILDREN ATTACK CHILDREN
A	AGGRESSORS' RATINGS
V	VICTIMS' RATINGS
B	BOYS' RATINGS
G	GIRLS' RATINGS

MEAN PEER AGGRESSION RATINGS FOR STATUS INDICES

Figure P 12 - SES

ITALY

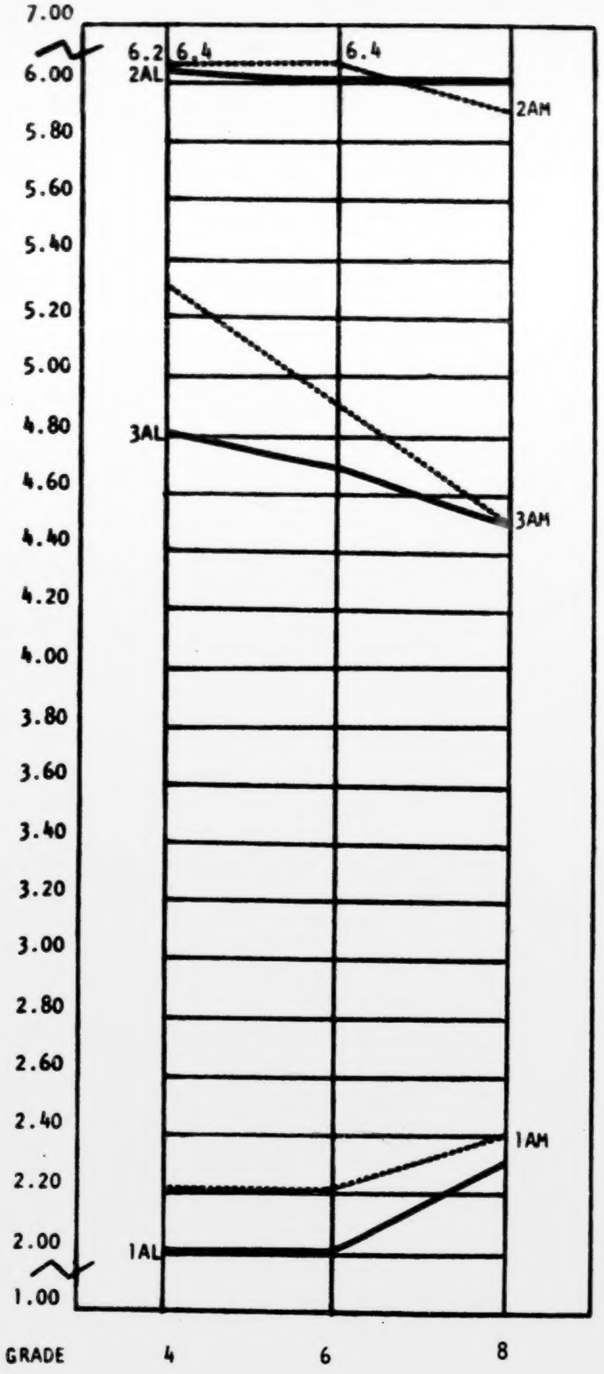


Figure P 16 - SES

ITALY

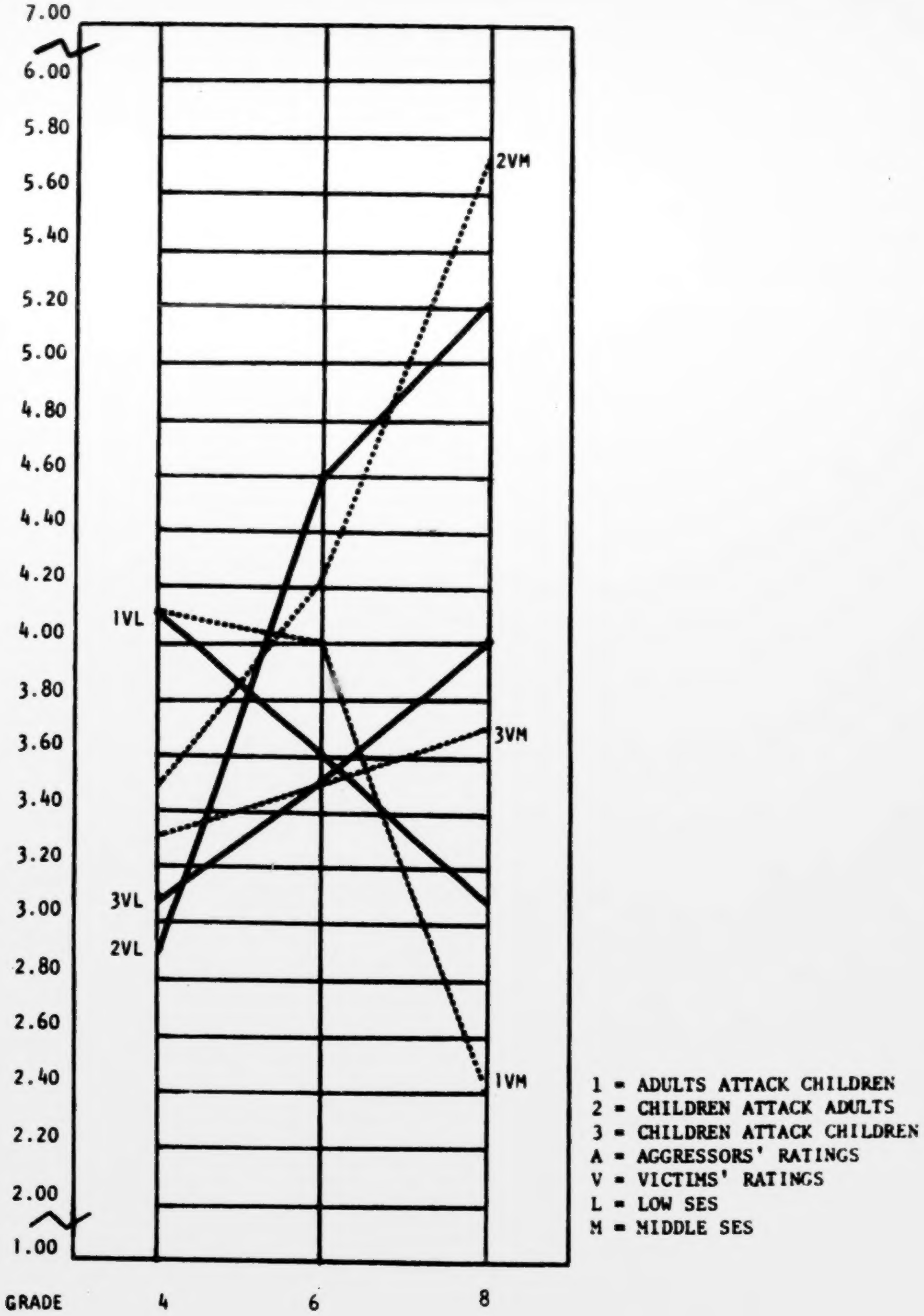


TABLE: PROBLEM TEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY SET SCORES. ANOVA PROBLEM 10, VARIABLES 1-4. AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	PARENTS HIT CHILDREN 521,529,539,553			CHILDREN HIT CHILDREN 513,535,547,561			PARENTS SCOLD CHILDREN 511,525,533,545			CHILDREN SCOLD CHILDREN 523,531,555,565		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	259.	2.81	1.57	259.	5.50	1.12	259.	1.60	0.87	259.	4.62	1.12
SES 1	154.	2.42	1.47	154.	5.18	1.25	154.	1.58	0.87	154.	4.46	1.02
SES 2	105.	3.19	1.66	105.	5.82	0.99	105.	1.62	0.88	105.	4.77	1.21
GIRLS	134.	2.53	1.43	134.	5.65	1.04	134.	1.64	0.92	134.	4.75	1.20
BOYS	125.	3.09	1.70	125.	5.35	1.20	125.	1.56	0.83	125.	4.49	1.04
GRADE 6, TOTAL	213.	3.25	1.69	213.	5.31	1.10	213.	1.23	0.47	213.	4.24	1.32
SES 1	106.	2.99	1.69	106.	5.17	1.16	106.	1.23	0.48	106.	4.16	1.49
SES 2	107.	3.52	1.68	107.	5.45	1.04	107.	1.22	0.45	107.	4.33	1.16
GIRLS	104.	3.27	1.67	104.	5.57	0.98	104.	1.17	0.35	104.	4.47	1.34
BOYS	109.	3.23	1.71	109.	5.06	1.22	109.	1.28	0.58	109.	4.02	1.31
GRADE 8, TOTAL	224.	3.93	1.59	224.	5.23	1.15	224.	1.44	0.75	224.	3.69	1.33
SES 1	113.	3.73	1.59	113.	5.24	1.04	113.	1.36	0.71	113.	3.73	1.33
SES 2	111.	4.13	1.59	111.	5.23	1.25	111.	1.51	0.79	111.	3.64	1.33
GIRLS	111.	4.08	1.59	111.	5.54	1.07	111.	1.42	0.79	111.	3.82	1.49
BOYS	113.	3.77	1.59	113.	4.94	1.23	113.	1.47	0.70	113.	3.56	1.17
TOTAL SES 1	373.	3.04	1.59	373.	5.20	1.15	373.	1.40	0.69	373.	4.12	1.28
TOTAL SES 2	323.	3.61	1.64	323.	5.50	1.09	323.	1.45	0.71	323.	4.25	1.24
TOTAL GIRLS	349.	3.29	1.56	349.	5.58	1.03	349.	1.41	0.69	349.	4.34	1.34
TOTAL BOYS	347.	3.36	1.67	347.	5.12	1.21	347.	1.44	0.70	347.	4.02	1.17
SIGNIFICANT EFFECTS		GRADE	SES	SES		SEX		GRADE	SEX			

GROUP REPORTED	CHILDREN SCOLD PARENTS 517,541,549,556			TEACHERS SCOLD CHILDREN 515,527			CHILDREN SCOLD TEACHERS 543,557			POLICEMEN SCOLD CHILDREN 519,537		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	259.	6.41	0.90	259.	1.88	1.26	259.	6.22	1.20	259.	1.87	1.17
SES 1	154.	6.27	1.04	154.	1.84	1.23	154.	6.09	1.26	154.	1.89	1.21
SES 2	105.	6.55	0.76	105.	1.92	1.30	105.	6.35	1.15	105.	1.84	1.14
GIRLS	134.	6.56	0.79	134.	1.99	1.38	134.	6.48	1.02	134.	2.03	1.30
BOYS	125.	6.25	1.01	125.	1.77	1.15	125.	5.97	1.39	125.	1.71	1.05
GRADE 6, TOTAL	213.	6.50	0.76	213.	1.56	1.10	213.	5.93	1.41	213.	1.74	1.22
SES 1	106.	6.38	0.78	106.	1.50	1.02	106.	5.56	1.83	106.	1.58	1.05
SES 2	107.	6.61	0.74	107.	1.62	1.19	107.	6.30	0.99	107.	1.91	1.40
GIRLS	104.	6.69	0.54	104.	1.47	0.90	104.	6.21	1.25	104.	1.72	1.14
BOYS	109.	6.31	0.99	109.	1.66	1.31	109.	5.64	1.57	109.	1.77	1.31
GRADE 8, TOTAL	224.	6.25	1.06	224.	1.85	1.25	224.	5.67	1.55	224.	1.70	1.20
SES 1	113.	6.20	1.11	113.	1.80	1.15	113.	5.83	1.46	113.	1.78	1.35
SES 2	111.	6.39	1.01	111.	1.90	1.34	111.	5.51	1.64	111.	1.63	1.05
GIRLS	111.	6.30	1.12	111.	1.77	1.21	111.	5.97	1.38	111.	1.73	1.26
BOYS	113.	6.21	1.01	113.	1.93	1.28	113.	5.36	1.73	113.	1.68	1.13
TOTAL SES 1	373.	6.28	0.98	373.	1.71	1.13	373.	5.83	1.52	373.	1.75	1.20
TOTAL SES 2	323.	6.49	0.84	323.	1.81	1.28	323.	6.05	1.26	323.	1.79	1.20
TOTAL GIRLS	349.	6.52	0.81	349.	1.74	1.16	349.	6.22	1.22	349.	1.83	1.23
TOTAL BOYS	347.	6.26	1.00	347.	1.78	1.25	347.	5.66	1.56	347.	1.72	1.16
SIGNIFICANT EFFECTS								SEX				

GROUP REPORTED	CHILDREN SCOLD POLICEMEN 551,563		
	N	MEAN	S.D.
GRADE 4, TOTAL	259.	6.26	1.18
SES 1	154.	6.21	1.20
SES 2	105.	6.30	1.16
GIRLS	134.	6.35	1.00
BOYS	125.	6.16	1.36
GRADE 6, TOTAL	213.	5.76	1.60
SES 1	106.	5.61	1.84
SES 2	107.	5.92	1.36
GIRLS	104.	5.93	1.49
BOYS	109.	5.59	1.71
GRADE 8, TOTAL	224.	5.55	1.64
SES 1	113.	5.73	1.39
SES 2	111.	5.36	1.88
GIRLS	111.	5.94	1.42
BOYS	113.	5.15	1.86
TOTAL SES 1	373.	5.85	1.48
TOTAL SES 2	323.	5.86	1.47
TOTAL GIRLS	349.	6.08	1.30
TOTAL BOYS	347.	5.63	1.64
SIGNIFICANT EFFECTS		GRADE	SEX

ITALY

TABLE: PROBLEM FOURTEEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY SET SCORES. ANOVA PROBLEM 14, VARIABLES 1-4. VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	PARENTS HIT CHILDREN 522,530,540,554			CHILDREN HIT CHILDREN 514,536,546,562			PARENTS SCOLD CHILDREN 512,526,534,546			CHILDREN SCOLD CHILDREN 524,532,556,566		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	259.	4.07	1.45	259.	3.05	1.35	259.	4.18	1.34	259.	3.27	1.21
SES 1	154.	4.00	1.49	154.	2.95	1.28	154.	4.18	1.29	154.	3.15	1.14
SES 2	105.	4.13	1.41	105.	3.15	1.42	105.	4.18	1.40	105.	3.38	1.28
GIRLS	134.	3.90	1.49	134.	2.83	1.31	134.	3.76	1.31	134.	2.89	1.19
BOYS	125.	4.23	1.40	125.	3.26	1.39	125.	4.61	1.38	125.	3.64	1.24
GRADE 6, TOTAL	213.	3.76	1.49	213.	3.45	1.43	213.	3.81	1.53	213.	3.58	1.47
SES 1	106.	3.66	1.47	106.	3.44	1.40	106.	3.58	1.43	106.	3.59	1.44
SES 2	107.	3.87	1.51	107.	3.45	1.46	107.	4.03	1.62	107.	3.57	1.50
GIRLS	104.	3.41	1.48	104.	3.51	1.63	104.	3.41	1.60	104.	3.59	1.64
BOYS	109.	4.12	1.49	109.	3.39	1.24	109.	4.20	1.45	109.	3.57	1.30
GRADE 8, TOTAL	224.	2.90	1.48	224.	4.20	1.34	224.	2.61	1.52	224.	3.50	1.32
SES 1	113.	3.18	1.46	113.	4.03	1.26	113.	2.98	1.52	113.	3.41	1.29
SES 2	111.	2.63	1.50	111.	4.38	1.41	111.	2.25	1.53	111.	3.59	1.35
GIRLS	111.	2.86	1.49	111.	4.49	1.41	111.	2.42	1.54	111.	3.63	1.40
BOYS	113.	2.95	1.46	113.	3.92	1.27	113.	2.81	1.51	113.	3.37	1.24
TOTAL SES 1	373.	3.61	1.47	373.	3.47	1.31	373.	3.58	1.41	373.	3.38	1.29
TOTAL SES 2	323.	3.54	1.47	323.	3.66	1.43	323.	3.49	1.52	323.	3.51	1.38
TOTAL GIRLS	349.	3.39	1.49	349.	3.61	1.45	349.	3.19	1.46	349.	3.37	1.41
TOTAL BOYS	347.	3.77	1.45	347.	3.52	1.30	347.	3.87	1.44	347.	3.53	1.26
SIGNIFICANT EFFECTS	GRADE SEX			GRADE			GRADE SEX					

GROUP REPORTED	CHILDREN SCOLD PARENTS 518,542,550,560			TEACHERS SCOLD CHILDREN 516,528			CHILDREN SCOLD TEACHERS 544,558			POLICEMEN SCOLD CHILDREN 520,538		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	259.	3.05	1.86	259.	4.04	1.46	259.	3.36	2.14	259.	4.09	1.45
SES 1	154.	2.76	1.83	154.	4.07	1.42	154.	3.05	2.12	154.	4.06	1.52
SES 2	105.	3.33	1.90	105.	4.01	1.51	105.	3.68	2.15	105.	4.12	1.39
GIRLS	134.	2.80	1.79	134.	3.51	1.40	134.	3.06	2.11	134.	3.82	1.44
BOYS	125.	3.29	1.93	125.	4.57	1.53	125.	3.67	2.16	125.	4.36	1.46
GRADE 6, TOTAL	213.	4.36	2.19	213.	3.84	1.67	213.	4.57	2.20	213.	3.55	1.47
SES 1	106.	4.48	2.19	106.	3.58	1.66	106.	4.84	2.20	106.	3.54	1.40
SES 2	107.	4.24	2.18	107.	4.09	1.69	107.	4.29	2.21	107.	3.75	1.55
GIRLS	104.	4.73	2.24	104.	3.40	1.70	104.	4.87	2.10	104.	3.21	1.44
BOYS	109.	3.99	2.14	109.	4.27	1.65	109.	4.26	2.31	109.	4.08	1.51
GRADE 9, TOTAL	224.	5.62	1.49	224.	2.76	1.57	224.	5.47	1.55	224.	2.61	1.61
SES 1	113.	5.30	1.63	113.	3.08	1.53	113.	5.25	1.62	113.	2.96	1.66
SES 2	111.	5.94	1.34	111.	2.43	1.61	111.	5.69	1.48	111.	2.25	1.56
GIRLS	111.	5.81	1.44	111.	2.65	1.61	111.	5.62	1.43	111.	2.50	1.65
BOYS	113.	5.43	1.53	113.	2.86	1.54	113.	5.31	1.67	113.	2.71	1.57
TOTAL SES 1	373.	4.18	1.89	373.	3.58	1.54	373.	4.38	1.98	373.	3.52	1.53
TOTAL SES 2	323.	4.50	1.80	323.	3.51	1.60	323.	4.55	1.94	323.	3.38	1.50
TOTAL GIRLS	349.	4.45	1.82	349.	3.19	1.57	349.	4.52	1.88	349.	3.18	1.51
TOTAL BOYS	347.	4.24	1.87	347.	3.90	1.57	347.	4.42	2.05	347.	3.72	1.51
SIGNIFICANT EFFECTS	GRADE SES			GRADE SEX			GRADE			GRADE SEX		

GROUP REPORTED	CHILDREN SCOLD POLICEMEN 552,564		
	N	MEAN	S.D.
GRADE 4, TOTAL	259.	3.42	2.14
SES 1	154.	3.10	2.15
SES 2	105.	3.74	2.14
GIRLS	134.	3.18	2.07
BOYS	125.	3.65	2.22
GRADE 6, TOTAL	213.	4.43	2.12
SES 1	106.	4.74	2.10
SES 2	107.	4.13	2.15
GIRLS	104.	4.77	2.05
BOYS	109.	4.10	2.20
GRADE 8, TOTAL	224.	5.17	1.61
SES 1	113.	5.06	1.63
SES 2	111.	5.28	1.58
GIRLS	111.	5.47	1.44
BOYS	113.	4.87	1.77
TOTAL SES 1	373.	4.30	1.96
TOTAL SES 2	323.	4.38	1.96
TOTAL GIRLS	345.	4.47	1.85
TOTAL BOYS	347.	4.21	2.06
SIGNIFICANT EFFECTS	GRADE		

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TABLE: PROBLEM ELEVEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY SEX SCORES. ANOVA PROBLEM 11, VARIABLES 1-4. AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	MALE ATTAKCING MALE 511,519,531,535, 539,541,563			MALE ATTACKING FEMALE 517,523,529,533,537,561			FEMALE ATTACKING MALE 513,545,549,551,553,555			FEMALE ATTAKCING FEMALE 521,525,547,559,565		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	259.	4.16	0.76	259.	3.73	0.89	259.	4.61	0.79	259.	4.24	0.77
SES 1	154.	3.96	0.80	154.	3.53	0.89	154.	4.45	0.78	154.	4.12	0.82
SES 2	105.	4.36	0.72	105.	3.94	0.89	105.	4.76	0.80	105.	4.37	0.72
GIRLS	134.	4.21	0.79	134.	4.04	0.93	134.	4.45	0.76	134.	4.25	0.76
BOYS	125.	4.10	0.74	125.	3.43	0.84	125.	4.76	0.83	125.	4.24	0.78
GRADE 6, TOTAL	213.	4.02	0.78	213.	3.68	0.87	213.	4.46	0.89	213.	4.12	0.81
SES 1	106.	3.86	0.82	106.	3.68	0.92	106.	4.24	0.93	106.	3.99	0.84
SES 2	107.	4.17	0.74	107.	3.68	0.83	107.	4.68	0.84	107.	4.25	0.77
GIRLS	104.	4.17	0.71	104.	3.97	0.79	104.	4.35	0.87	104.	4.25	0.67
BOYS	109.	3.86	0.86	109.	3.39	0.95	109.	4.57	0.91	109.	3.99	0.95
GRADE 8, TOTAL	224.	3.88	0.74	224.	3.81	0.81	224.	4.50	0.95	224.	3.99	0.77
SES 1	113.	3.88	0.67	113.	3.67	0.76	113.	4.60	0.93	113.	3.93	0.79
SES 2	111.	3.89	0.81	111.	3.94	0.86	111.	4.41	0.96	111.	4.05	0.74
GIRLS	111.	4.13	0.66	111.	4.11	0.80	111.	4.39	0.89	111.	4.07	0.73
BOYS	113.	3.63	0.83	113.	3.52	0.82	113.	4.61	1.01	113.	3.92	0.80
TOTAL SES 1	373.	3.90	0.77	373.	3.63	0.85	373.	4.43	0.88	373.	4.02	0.82
TOTAL SES 2	323.	4.14	0.76	323.	3.85	0.86	323.	4.62	0.87	323.	4.22	0.74
TOTAL GIRLS	349.	4.17	0.72	349.	4.04	0.84	349.	4.40	0.84	349.	4.19	0.72
TOTAL BOYS	347.	3.87	0.81	347.	3.45	0.87	347.	4.65	0.92	347.	4.05	0.84
SIGNIFICANT EFFECTS	GRADE	SES	SEX	SES	SEX			SEX		GRADE	SES	

TABLE: PROBLEM FIFTEEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY SEX SCORES. ANOVA PROBLEM 15, VARIABLES 1-4. VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	MALE ATTAKCING MALE 512,520,532,536, 540,542,564			MALE ATTACKING FEMALE 518,523,529,534,538,562			FEMALE ATTACKING MALE 514,546,550,552,554,556			FEMALE ATTAKCING FEMALE 522,526,548,560,566		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	259.	3.62	0.95	259.	3.53	0.99	259.	3.47	1.15	259.	3.71	1.13
SES 1	154.	3.54	0.92	154.	3.42	0.99	154.	3.32	1.06	154.	3.54	1.10
SES 2	105.	3.71	0.99	105.	3.64	1.00	105.	3.62	1.24	105.	3.88	1.15
GIRLS	134.	3.33	0.94	134.	3.15	0.99	134.	3.39	1.09	134.	3.32	1.08
BOYS	125.	3.92	0.96	125.	3.91	1.00	125.	3.55	1.22	125.	4.10	1.17
GRADE 6, TOTAL	213.	3.85	1.07	213.	3.70	1.11	213.	3.91	1.16	213.	3.96	1.17
SES 1	106.	3.84	1.12	106.	3.55	1.15	106.	4.04	1.17	106.	3.92	1.11
SES 2	107.	3.87	1.02	107.	3.85	1.07	107.	3.79	1.16	107.	3.99	1.22
GIRLS	104.	3.82	1.12	104.	3.50	1.15	104.	3.95	1.16	104.	3.91	1.24
BOYS	109.	3.89	1.01	109.	3.89	1.07	109.	3.88	1.17	109.	4.00	1.09
GRADE 8, TOTAL	224.	3.82	0.98	224.	3.44	1.06	224.	4.20	1.13	224.	3.76	1.07
SES 1	113.	3.82	0.95	113.	3.42	1.02	113.	4.25	1.13	113.	3.85	1.14
SES 2	111.	3.82	1.00	111.	3.45	1.10	111.	4.14	1.13	111.	3.67	1.00
GIRLS	111.	3.93	0.95	111.	3.58	1.03	111.	4.15	1.04	111.	3.86	1.10
BOYS	113.	3.71	1.01	113.	3.29	1.09	113.	4.25	1.22	113.	3.66	1.04
TOTAL SES 1	373.	3.73	0.99	373.	3.46	1.05	373.	3.87	1.12	373.	3.77	1.12
TOTAL SES 2	323.	3.80	1.00	323.	3.65	1.06	323.	3.85	1.18	323.	3.85	1.13
TOTAL GIRLS	349.	3.69	1.00	349.	3.41	1.05	349.	3.83	1.10	349.	3.70	1.14
TOTAL BOYS	347.	3.84	0.99	347.	3.70	1.06	347.	3.89	1.20	347.	3.92	1.10
SIGNIFICANT EFFECTS								GRADE				

MEAN PEER AGGRESSION RATINGS FOR SEX INDICES

Figure P 11 - SEX

ITALY

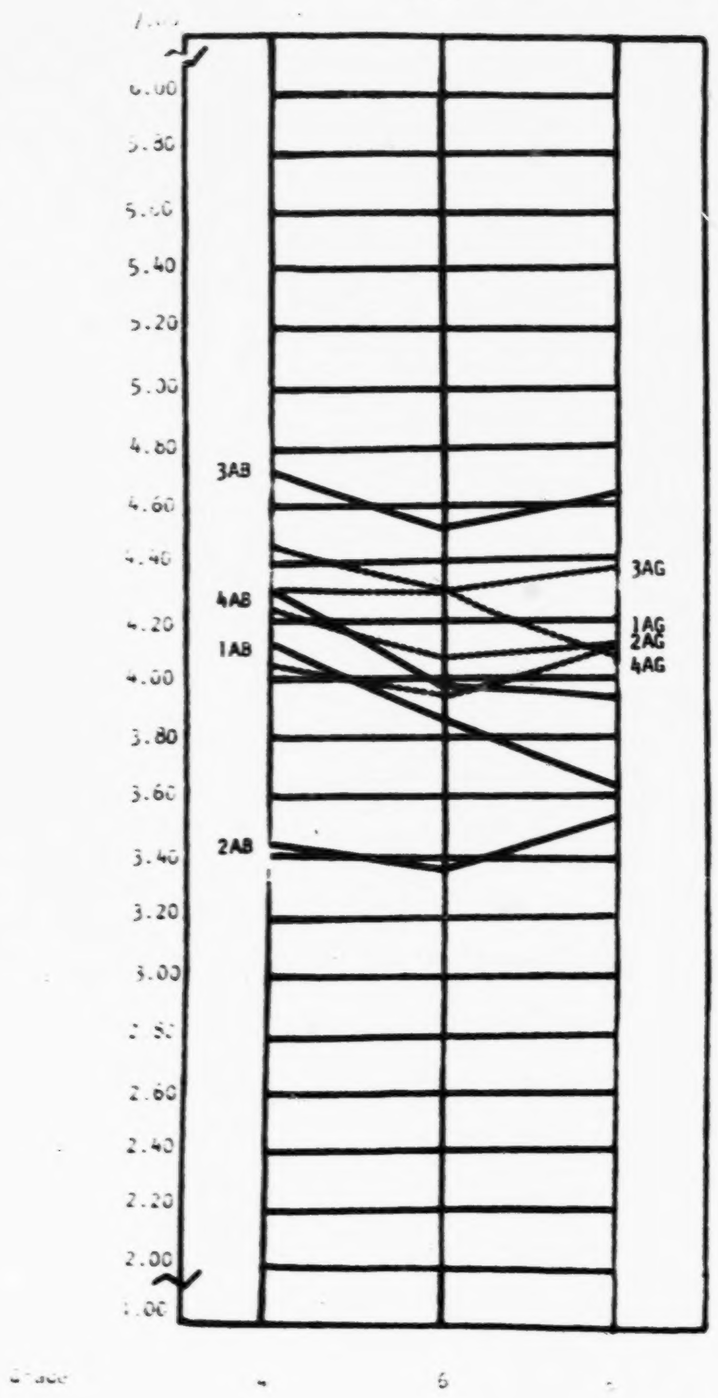
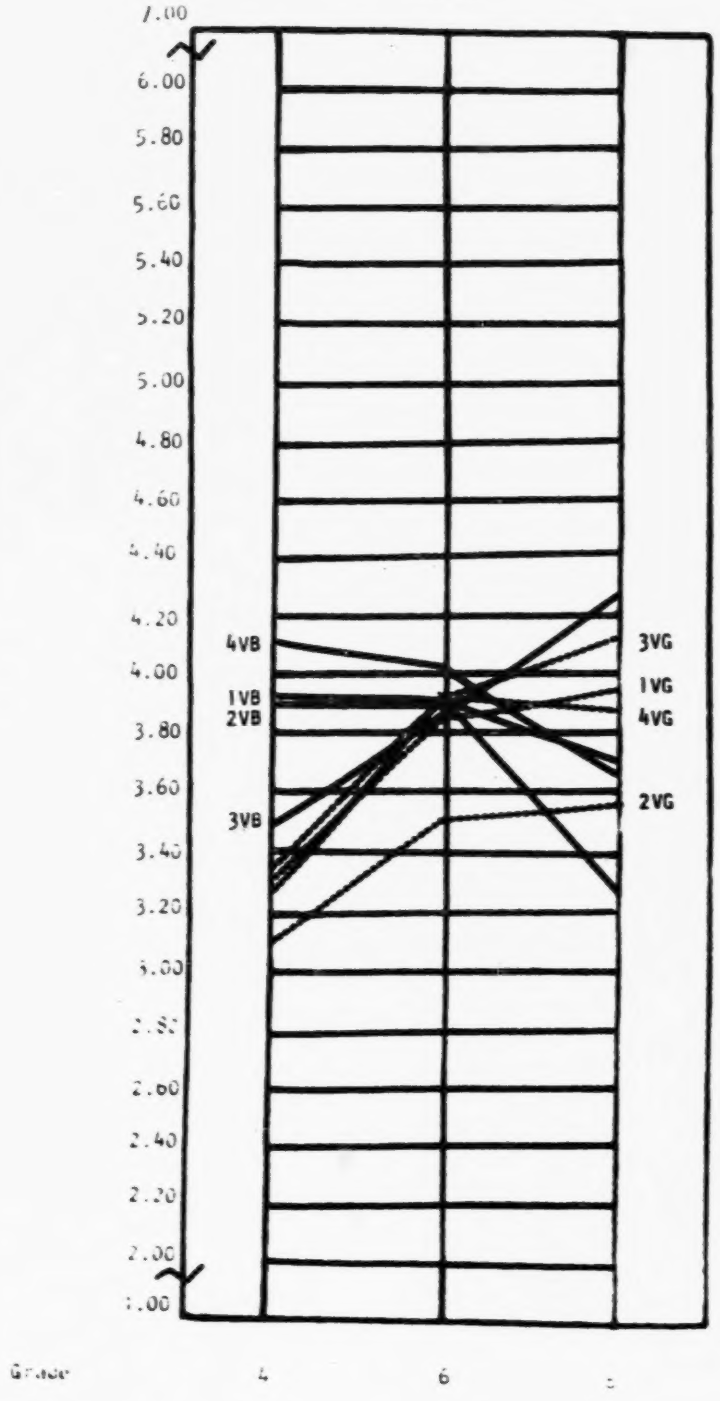


Figure P 15 - SEX

ITALY



1 = MALES ATTACK MALES
2 = MALES ATTACK FEMALES
3 = FEMALES ATTACK MALES
4 = FEMALES ATTACK FEMALES
A = AGGRESSORS' RATINGS
V = VICTIMS' RATINGS
B = BOYS' RATINGS
G = GIRLS' RATINGS

ITALY

TABLE: PROBLEM NINE

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 9. AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	FATHER HITTING SON 539			FATHER HITTING DAUGHTER 529			MOTHER HITTING SON 553			MOTHER HITTING DAUGHTER 521		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	259.	3.26	2.20	259.	3.01	1.99	259.	2.85	2.02	259.	2.19	1.70
SES 1	154.	2.72	2.07	154.	2.59	1.93	154.	2.31	1.89	154.	2.13	1.64
SES 2	105.	3.79	2.32	105.	3.43	2.06	105.	3.38	2.15	105.	2.24	1.75
GIRLS	134.	2.88	2.06	134.	2.93	1.98	134.	2.38	1.76	134.	1.99	1.52
BOYS	125.	3.64	2.33	125.	3.08	2.01	125.	3.31	2.28	125.	2.39	1.87
GRADE 6, TOTAL	213.	3.74	2.20	213.	3.53	2.28	213.	3.51	2.23	213.	2.30	1.63
SES 1	106.	3.35	2.24	106.	3.34	2.36	106.	3.09	2.10	106.	2.23	1.50
SES 2	107.	4.14	2.15	107.	3.72	2.20	107.	3.93	2.37	107.	2.37	1.76
GIRLS	104.	3.76	2.20	104.	3.53	2.22	104.	3.70	2.29	104.	2.18	1.47
BOYS	109.	3.73	2.19	109.	3.52	2.35	109.	3.32	2.18	109.	2.42	1.80
GRADE 8, TOTAL	224.	4.31	2.06	224.	4.17	1.94	224.	4.19	2.11	224.	3.12	1.83
SES 1	113.	4.18	2.09	113.	3.81	1.91	113.	4.10	2.05	113.	2.91	1.75
SES 2	111.	4.45	2.03	111.	4.53	1.96	111.	4.29	2.18	111.	3.34	1.92
GIRLS	111.	4.51	2.07	111.	4.44	2.06	111.	4.45	2.04	111.	3.02	1.84
BOYS	113.	4.12	2.05	113.	3.90	1.81	113.	3.93	2.18	113.	3.23	1.82
TOTAL SES 1	373.	3.42	2.13	373.	3.25	2.07	373.	3.17	2.02	373.	2.42	1.63
TOTAL SES 2	323.	4.13	2.17	323.	3.89	2.07	323.	3.87	2.23	323.	2.65	1.81
TOTAL GIRLS	349.	3.71	2.11	349.	3.63	2.09	349.	3.51	2.03	349.	2.39	1.61
TOTAL BOYS	347.	3.83	2.19	347.	3.50	2.06	347.	3.52	2.21	347.	2.68	1.83
SIGNIFICANT EFFECTS	GRADE	SES		GRADE	SES		GRADE	SES			GRADE	

GROUP REPORTED	BOY HITTING BOY 535			BOY HITTING GIRL 561			GIRL HITTING BOY 513			GIRL HITTING GIRL 547		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	259.	5.62	1.51	259.	5.26	1.80	259.	5.38	1.72	259.	5.83	1.61
SES 1	154.	5.14	1.75	154.	4.98	1.83	154.	5.09	1.88	154.	5.60	1.72
SES 2	105.	6.10	1.26	105.	5.54	1.77	105.	5.68	1.56	105.	6.06	1.49
GIRLS	134.	5.76	1.44	134.	5.94	1.38	134.	5.14	1.71	134.	5.86	1.53
BOYS	125.	5.48	1.58	125.	4.57	2.22	125.	5.63	1.73	125.	5.80	1.68
GRADE 6, TOTAL	213.	5.37	1.73	213.	5.15	1.74	213.	5.08	1.64	213.	5.76	1.51
SES 1	106.	5.20	1.81	106.	5.33	1.69	106.	4.75	1.73	106.	5.51	1.62
SES 2	107.	5.53	1.65	107.	4.97	1.80	107.	5.40	1.55	107.	6.01	1.41
GIRLS	104.	5.79	1.51	104.	5.95	1.29	104.	4.58	1.80	104.	6.02	1.24
BOYS	109.	4.94	1.95	109.	4.35	2.19	109.	5.57	1.47	109.	5.49	1.79
GRADE 8, TOTAL	224.	5.13	1.83	224.	5.38	1.63	224.	4.89	1.98	224.	5.61	1.61
SES 1	113.	5.11	1.61	113.	5.20	1.60	113.	5.24	1.81	113.	5.48	1.62
SES 2	111.	5.14	2.04	111.	5.57	1.66	111.	4.55	2.14	111.	5.75	1.60
GIRLS	111.	5.62	1.69	111.	6.29	1.14	111.	4.40	2.07	111.	5.88	1.47
BOYS	113.	4.64	1.96	113.	4.48	2.11	113.	5.39	1.89	113.	5.35	1.75
TOTAL SES 1	373.	5.15	1.73	373.	5.17	1.70	373.	5.03	1.81	373.	5.53	1.65
TOTAL SES 2	323.	5.59	1.65	323.	5.36	1.74	323.	5.21	1.75	323.	5.94	1.50
TOTAL GIRLS	349.	5.72	1.55	349.	6.06	1.27	349.	4.71	1.86	349.	5.92	1.41
TOTAL BOYS	347.	5.02	1.83	347.	4.47	2.17	347.	5.53	1.70	347.	5.55	1.74
SIGNIFICANT EFFECTS	GRADE	SES	SEX		SEX			SEX			SES	SEX

ITALY

TABLE: PROBLEM NINE
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 9,
ITEM - HOW WRONG IS THE (AGGRESSOR).

AGGRESSOR RATING.

GROUP REPORTED	FATHER SCOLDING SON 511			FATHER SCOLDING DAUGHTER 533			MOTHER SCOLDING SON 545			MOTHER SCOLDING DAUGHTER 525		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	259.	1.44	1.00	259.	1.82	1.43	259.	1.66	1.29	259.	1.56	1.14
SES 1	154.	1.44	0.90	154.	1.82	1.46	154.	1.59	1.29	154.	1.53	1.16
SES 2	105.	1.43	1.09	105.	1.81	1.41	105.	1.73	1.29	105.	1.59	1.11
GIRLS	134.	1.47	1.07	134.	1.91	1.57	134.	1.60	1.17	134.	1.65	1.26
BOYS	125.	1.40	0.92	125.	1.72	1.29	125.	1.72	1.40	125.	1.47	1.01
GRADE 6, TOTAL	213.	1.18	0.64	213.	1.29	0.84	213.	1.25	0.77	213.	1.22	0.64
SES 1	106.	1.19	0.64	106.	1.33	0.92	106.	1.23	0.76	106.	1.22	0.58
SES 2	107.	1.17	0.65	107.	1.26	0.76	107.	1.27	0.78	107.	1.23	0.70
GIRLS	104.	1.12	0.43	104.	1.29	0.74	104.	1.14	0.56	104.	1.16	0.53
BOYS	109.	1.23	0.85	109.	1.30	0.94	109.	1.35	0.98	109.	1.28	0.76
GRADE 8, TOTAL	224.	1.30	0.80	224.	1.29	0.77	224.	1.89	1.65	224.	1.34	0.89
SES 1	113.	1.33	0.80	113.	1.24	0.75	113.	1.60	1.46	113.	1.42	1.08
SES 2	111.	1.27	0.79	111.	1.34	0.79	111.	2.18	1.84	111.	1.27	0.71
GIRLS	111.	1.37	0.80	111.	1.26	0.75	111.	1.64	1.51	111.	1.47	1.07
BOYS	113.	1.23	0.79	113.	1.32	0.79	113.	2.14	1.79	113.	1.22	0.71
TOTAL SES 1	373.	1.32	0.78	373.	1.46	1.04	373.	1.47	1.17	373.	1.39	0.94
TOTAL SES 2	323.	1.29	0.84	323.	1.47	0.99	323.	1.72	1.30	323.	1.36	0.84
TOTAL GIRLS	349.	1.32	0.77	349.	1.49	1.02	349.	1.46	1.08	349.	1.43	0.95
TOTAL BOYS	347.	1.29	0.86	347.	1.45	1.01	347.	1.73	1.39	347.	1.32	0.83
SIGNIFICANT EFFECTS		GRADE			GRADE						GRADE	

GROUP REPORTED	BOY SCOLDING BOY 531			BOY SCOLDING GIRL 523			GIRL SCOLDING BOY 555			GIRL SCOLDING GIRL 565		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	259.	4.43	1.84	259.	3.87	1.82	259.	5.02	1.86	259.	5.23	1.72
SES 1	154.	4.20	1.85	154.	3.56	1.67	154.	5.09	1.90	154.	5.08	1.79
SES 2	105.	4.66	1.83	105.	4.18	1.97	105.	4.95	1.81	105.	5.38	1.66
GIRLS	134.	4.66	1.83	134.	4.67	1.76	134.	4.60	1.95	134.	5.15	1.76
BOYS	125.	4.21	1.84	125.	3.07	1.88	125.	5.44	1.76	125.	5.31	1.69
GRADE 6, TOTAL	213.	3.84	1.91	213.	3.81	2.00	213.	4.45	2.02	213.	4.96	1.90
SES 1	106.	3.75	2.03	106.	4.06	2.10	106.	4.04	2.26	106.	4.86	1.94
SES 2	107.	3.92	1.78	107.	3.56	1.90	107.	4.87	1.79	107.	5.07	1.86
GIRLS	104.	4.20	1.94	104.	4.60	1.93	104.	3.90	2.06	104.	5.24	1.73
BOYS	109.	3.47	1.88	109.	3.01	2.07	109.	5.01	1.99	109.	4.69	2.07
GRADE 8, TOTAL	224.	3.40	1.88	224.	3.59	1.99	224.	4.07	2.06	224.	3.79	1.96
SES 1	113.	3.50	1.81	113.	3.43	1.96	113.	4.30	1.97	113.	3.81	2.04
SES 2	111.	3.30	1.95	111.	3.75	2.03	111.	3.84	2.14	111.	3.77	1.87
GIRLS	111.	3.83	2.07	111.	4.25	2.23	111.	3.42	2.07	111.	3.86	2.04
BOYS	113.	2.97	1.69	113.	2.93	1.76	113.	4.72	2.05	113.	3.72	1.87
TOTAL SES 1	373.	3.82	1.89	373.	3.68	1.91	373.	4.48	2.04	373.	4.58	1.92
TOTAL SES 2	323.	3.96	1.85	323.	3.83	1.96	323.	4.55	1.91	323.	4.74	1.80
TOTAL GIRLS	349.	4.23	1.94	349.	4.51	1.97	349.	3.97	2.02	349.	4.75	1.85
TOTAL BOYS	347.	3.55	1.80	347.	3.00	1.90	347.	5.06	1.93	347.	4.57	1.87
SIGNIFICANT EFFECTS		GRADE	SEX		SEX		GRADE		SEX		GRADE	

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TABLE: PROBLEM NINE

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 9, AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	BOY SCOLDING FATHER 541			BOY SCOLDING MOTHER 517			GIRL SCOLDING FATHER 549			GIRL SCOLDING MOTHER 559		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	259.	6.30	1.35	259.	6.45	1.10	259.	6.43	1.22	259.	6.42	1.17
SES 1	154.	6.31	1.44	154.	6.25	1.34	154.	6.26	1.48	154.	6.28	1.32
SES 2	105.	6.44	1.26	105.	6.66	0.85	105.	6.59	0.96	105.	6.56	1.02
GIRLS	134.	6.54	1.30	134.	6.59	0.92	134.	6.58	1.06	134.	6.60	0.97
BOYS	125.	6.21	1.40	125.	6.32	1.28	125.	6.27	1.38	125.	6.25	1.38
GRADE 6, TOTAL	213.	6.54	1.06	213.	6.57	1.08	213.	6.59	0.98	213.	6.35	1.14
SES 1	106.	6.42	1.20	106.	6.51	1.11	106.	6.54	0.94	106.	6.13	1.37
SES 2	107.	6.66	0.93	107.	6.64	1.05	107.	6.63	1.02	107.	6.57	0.91
GIRLS	104.	6.67	0.79	104.	6.70	0.91	104.	6.80	0.58	104.	6.65	0.74
BOYS	109.	6.41	1.33	109.	6.45	1.25	109.	6.37	1.39	109.	6.36	1.54
GRADE 8, TOTAL	224.	6.20	1.56	224.	6.54	1.06	224.	6.23	1.46	224.	6.10	1.43
SES 1	113.	6.01	1.80	113.	6.49	1.11	113.	6.30	1.39	113.	6.05	1.35
SES 2	111.	6.40	1.33	111.	6.58	1.01	111.	6.15	1.53	111.	6.14	1.50
GIRLS	111.	6.35	1.47	111.	6.44	1.26	111.	6.36	1.32	111.	6.11	1.37
BOYS	113.	6.06	1.66	113.	6.63	0.86	113.	6.09	1.60	113.	6.09	1.48
TOTAL SES 1	373.	6.25	1.48	373.	6.42	1.19	373.	6.37	1.27	373.	6.16	1.35
TOTAL SES 2	323.	6.50	1.17	323.	6.62	0.97	323.	6.46	1.17	323.	6.42	1.15
TOTAL GIRLS	349.	6.52	1.19	349.	6.58	1.03	349.	6.58	0.98	349.	6.45	1.03
TOTAL BOYS	347.	6.23	1.46	347.	6.46	1.13	347.	6.24	1.46	347.	6.13	1.47
SIGNIFICANT EFFECTS		SEX									GRADE	SEX

GROUP REPORTED	TEACHER SCOLDING BOY 515			TEACHER SCOLDING GIRL 527			BOY SCOLDING TEACHER 557			GIRL SCOLDING TEACHER 543		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	259.	1.76	1.39	259.	2.00	1.63	259.	6.12	1.52	259.	6.33	1.42
SES 1	154.	1.72	1.46	154.	1.96	1.59	154.	5.98	1.57	154.	6.21	1.53
SES 2	105.	1.81	1.31	105.	2.04	1.67	105.	6.26	1.48	105.	6.45	1.32
GIRLS	134.	1.92	1.57	134.	2.06	1.64	134.	6.40	1.28	134.	6.57	1.15
BOYS	125.	1.60	1.20	125.	1.93	1.62	125.	5.84	1.76	125.	6.09	1.70
GRADE 6, TOTAL	213.	1.52	1.22	213.	1.60	1.29	213.	5.79	1.68	213.	6.06	1.65
SES 1	106.	1.46	1.09	106.	1.55	1.23	106.	5.41	2.16	106.	5.71	2.02
SES 2	107.	1.58	1.34	107.	1.65	1.35	107.	6.18	1.20	107.	6.42	1.27
GIRLS	104.	1.40	1.05	104.	1.53	0.97	104.	6.18	1.34	104.	6.25	1.52
BOYS	109.	1.64	1.38	109.	1.67	1.60	109.	5.40	2.02	109.	5.88	1.77
GRADE 8, TOTAL	224.	1.83	1.40	224.	1.87	1.48	224.	5.80	1.74	224.	5.53	1.98
SES 1	113.	1.72	1.17	113.	1.88	1.52	113.	5.72	1.79	113.	5.93	1.63
SES 2	111.	1.94	1.63	111.	1.86	1.44	111.	5.89	1.69	111.	5.13	2.34
GIRLS	111.	1.62	1.21	111.	1.92	1.55	111.	6.14	1.43	111.	5.80	1.82
BOYS	113.	2.04	1.59	113.	1.81	1.40	113.	5.47	2.06	113.	5.26	2.15
TOTAL SES 1	373.	1.63	1.24	373.	1.80	1.45	373.	5.70	1.84	373.	5.95	1.73
TOTAL SES 2	323.	1.78	1.43	323.	1.85	1.48	323.	6.11	1.46	323.	6.00	1.64
TOTAL GIRLS	349.	1.65	1.28	349.	1.84	1.39	349.	6.24	1.35	349.	6.21	1.50
TOTAL BOYS	347.	1.76	1.39	347.	1.81	1.54	347.	5.57	1.95	347.	5.74	1.87
SIGNIFICANT EFFECTS					GRADE			SES	SEX		SEX	

ITALY

TABLE: PROBLEM NINE
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 9, AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	POLICEMAN SCOLDING BOY 519			POLICEMAN SCOLDING GIRL 537			BOY SCOLDING POLICEMAN 563			GIRL SCOLDING POLICEMAN 551		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	259.	1.75	1.31	259.	1.98	1.49	259.	6.27	1.34	259.	6.30	1.40
SES 1	154.	1.83	1.44	154.	1.95	1.44	154.	6.07	1.48	154.	6.36	1.25
SES 2	105.	1.68	1.18	105.	2.01	1.54	105.	6.37	1.19	105.	6.23	1.54
GIRLS	134.	1.89	1.48	134.	2.17	1.69	134.	6.30	1.21	134.	6.41	1.18
BOYS	125.	1.63	1.14	125.	1.79	1.29	125.	6.14	1.46	125.	6.18	1.62
GRADE 6, TOTAL	213.	1.77	1.40	213.	1.72	1.34	213.	5.65	1.77	213.	5.87	1.74
SES 1	106.	1.66	1.34	106.	1.49	1.09	106.	5.44	2.06	106.	5.77	1.94
SES 2	107.	1.88	1.45	107.	1.95	1.59	107.	5.87	1.48	107.	5.97	1.53
GIRLS	104.	1.68	1.24	104.	1.76	1.38	104.	5.91	1.54	104.	5.96	1.74
BOYS	109.	1.86	1.56	109.	1.68	1.29	109.	5.40	1.99	109.	5.79	1.73
GRADE 8, TOTAL	224.	1.50	1.13	224.	1.91	1.52	224.	5.34	1.81	224.	5.75	1.74
SES 1	113.	1.60	1.39	113.	1.96	1.54	113.	5.41	1.67	113.	6.04	1.48
SES 2	111.	1.40	0.86	111.	1.86	1.50	111.	5.27	1.96	111.	5.45	2.01
GIRLS	111.	1.51	1.17	111.	1.95	1.58	111.	5.78	1.49	111.	6.10	1.54
BOYS	113.	1.49	1.08	113.	1.87	1.46	113.	4.91	2.13	113.	5.39	1.95
TOTAL SES 1	373.	1.70	1.39	373.	1.80	1.36	373.	5.64	1.73	373.	6.06	1.56
TOTAL SES 2	323.	1.65	1.16	323.	1.94	1.54	323.	5.84	1.54	323.	5.88	1.69
TOTAL GIRLS	349.	1.69	1.30	349.	1.96	1.55	349.	5.99	1.41	349.	6.16	1.48
TOTAL BOYS	347.	1.66	1.26	347.	1.78	1.35	347.	5.48	1.86	347.	5.79	1.77
SIGNIFICANT EFFECTS								GRADE	SEX		GRADE	SEX

ITALY

TABLE: PROBLEM THIRTEEN
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAN INDICES.

ANOVA PROBLEM 13.
ITEM - HOW WRONG IS THE (VICTIM).

VICTIM RATING.

GROUP REPORTED	FATHER HITTING SON 540			FATHER HITTING DAUGHTER 530			MOTHER HITTING SON 554			MOTHER HITTING DAUGHTER 522		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	259.	4.00	1.90	259.	4.01	1.71	259.	4.05	2.00	259.	4.31	1.87
SES 1	154.	3.88	1.90	154.	4.07	1.83	154.	3.94	1.94	154.	4.22	2.01
SES 2	135.	4.12	1.90	105.	3.96	1.60	105.	4.15	2.06	105.	4.39	1.73
GIRLS	134.	4.00	1.90	134.	3.64	1.71	134.	3.95	2.02	134.	4.12	1.79
BOYS	125.	4.00	1.90	125.	4.39	1.71	125.	4.14	1.98	125.	4.49	1.95
GRADE 6, TOTAL	213.	3.72	1.83	213.	3.73	1.94	213.	3.81	2.00	213.	3.89	1.87
SES 1	106.	3.85	1.79	106.	3.55	1.89	106.	3.70	1.88	106.	3.64	1.85
SES 2	107.	3.60	1.88	107.	3.92	1.99	107.	3.92	2.11	107.	4.13	1.90
GIRLS	104.	3.44	1.75	104.	3.21	1.89	104.	3.63	1.91	104.	3.43	1.85
BOYS	109.	4.00	1.91	109.	4.26	1.98	109.	3.98	2.08	109.	4.34	1.89
GRADE 8, TOTAL	224.	2.91	1.91	224.	2.70	1.71	224.	3.19	2.14	224.	2.90	1.74
SES 1	113.	3.19	1.91	113.	3.01	1.70	113.	3.46	2.08	113.	3.15	1.71
SES 2	111.	2.63	1.91	111.	2.39	1.71	111.	2.93	2.21	111.	2.65	1.78
GIRLS	111.	2.89	2.02	111.	2.67	1.81	111.	3.11	2.06	111.	2.84	1.76
BOYS	113.	2.93	1.80	113.	2.72	1.60	113.	3.27	2.23	113.	2.96	1.72
TOTAL SES 1	373.	3.64	1.87	373.	3.54	1.81	373.	3.70	1.97	373.	3.67	1.86
TOTAL SES 2	323.	3.45	1.90	323.	3.42	1.76	323.	3.66	2.13	323.	3.72	1.80
TOTAL GIRLS	345.	3.44	1.89	349.	3.17	1.81	349.	3.56	2.00	349.	3.46	1.80
TOTAL BOYS	347.	3.64	1.97	347.	3.79	1.77	347.	3.80	2.10	347.	3.93	1.86
SIGNIFICANT EFFECTS		GRADE		GRADE	SEX			GRADE		GRADE		SEX

GROUP REPORTED	BOY HITTING BOY 536			BOY HITTING GIRL 562			GIRL HITTING BOY 514			GIRL HITTING GIRL 548		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	259.	3.14	1.91	259.	3.24	1.97	259.	2.64	1.87	259.	3.25	2.02
SES 1	154.	3.12	1.90	154.	3.08	1.81	154.	2.66	1.82	154.	3.01	1.95
SES 2	105.	3.16	1.92	105.	3.41	2.13	105.	2.62	1.91	105.	3.50	2.08
GIRLS	134.	2.83	1.81	134.	2.92	1.90	134.	2.68	1.82	134.	2.97	1.89
BOYS	125.	3.45	2.00	125.	3.57	2.04	125.	2.61	1.91	125.	3.53	2.15
GRADE 6, TOTAL	213.	3.42	2.00	213.	3.55	2.16	213.	2.88	1.78	213.	4.03	2.19
SES 1	106.	3.22	1.93	106.	3.45	2.20	106.	3.11	1.84	106.	4.08	2.11
SES 2	107.	3.63	2.08	107.	3.65	2.11	107.	2.65	1.72	107.	3.98	2.27
GIRLS	104.	3.55	2.09	104.	3.59	2.18	104.	2.94	1.79	104.	4.06	2.28
BOYS	109.	3.29	1.92	109.	3.51	2.14	109.	2.82	1.77	109.	4.00	2.09
GRADE 8, TOTAL	224.	4.22	1.86	224.	4.22	1.99	224.	4.00	2.12	224.	4.47	1.95
SES 1	113.	3.91	1.73	113.	3.97	1.82	113.	3.98	2.01	113.	4.34	1.85
SES 2	111.	4.54	1.95	111.	4.46	2.16	111.	4.02	2.22	111.	4.60	2.05
GIRLS	111.	4.68	1.84	111.	4.70	2.02	111.	3.89	1.95	111.	4.78	2.02
BOYS	113.	3.76	1.84	113.	3.74	1.96	113.	4.11	2.29	113.	4.16	1.88
TOTAL SES 1	373.	3.41	1.95	373.	3.50	1.94	373.	3.25	1.89	373.	3.81	1.97
TOTAL SES 2	323.	3.79	1.98	323.	3.84	2.13	323.	3.10	1.95	323.	4.02	2.13
TOTAL GIRLS	349.	3.69	1.91	349.	3.74	2.03	349.	3.17	1.85	349.	3.94	2.07
TOTAL BOYS	347.	3.59	1.92	347.	3.61	2.05	347.	3.18	1.99	347.	3.90	2.04
SIGNIFICANT EFFECTS		GRADE	SES					GRADE			GRADE	

ITALY

TABLE: PROBLEM THIRTEEN
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANCVA PROBLEM 13. VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	FATHER SCOLDING SON 512			FATHER SCOLDING DAUGHTER 534			MOTHER SCOLDING SON 546			MOTHER SCOLDING DAUGHTER 526		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	259.	4.34	1.78	259.	4.12	1.76	259.	4.12	1.82	259.	4.25	1.79
SES 1	154.	4.42	1.86	154.	4.08	1.80	154.	4.03	1.76	154.	4.29	1.74
SES 2	105.	4.26	1.69	105.	4.15	1.71	105.	4.21	1.87	105.	4.20	1.84
GIRLS	134.	3.90	1.80	134.	3.66	1.71	134.	3.85	1.80	134.	3.71	1.77
BOYS	125.	4.78	1.75	125.	4.57	1.81	125.	4.39	1.83	125.	4.78	1.81
GRADE 6, TOTAL	213.	4.03	1.78	213.	3.73	1.78	213.	3.75	1.95	213.	3.79	1.88
SES 1	106.	3.76	1.74	106.	3.51	1.71	106.	3.59	1.86	106.	3.54	1.68
SES 2	107.	4.31	1.82	107.	3.96	1.86	107.	3.90	2.03	107.	4.04	2.07
GIRLS	104.	3.59	1.85	104.	3.26	1.68	104.	3.41	1.90	104.	3.47	1.93
BOYS	109.	4.48	1.71	109.	4.20	1.89	109.	4.09	2.00	109.	4.11	1.82
GRADE 8, TOTAL	224.	2.78	1.83	224.	2.40	1.76	224.	2.88	2.11	224.	2.48	1.74
SES 1	113.	3.04	1.75	113.	2.65	1.77	113.	3.34	2.06	113.	2.97	1.85
SES 2	111.	2.51	1.90	111.	2.15	1.75	111.	2.42	2.15	111.	1.98	1.63
GIRLS	111.	2.70	1.97	111.	2.19	1.80	111.	2.55	1.99	111.	2.30	1.79
BOYS	113.	2.85	1.68	113.	2.61	1.72	113.	3.20	2.22	113.	2.66	1.69
TOTAL SES 1	373.	3.74	1.78	373.	3.42	1.76	373.	3.65	1.90	373.	3.60	1.76
TOTAL SES 2	323.	3.69	1.80	323.	3.42	1.77	323.	3.51	2.02	323.	3.41	1.85
TOTAL GIRLS	349.	3.40	1.88	349.	3.04	1.73	349.	3.27	1.89	349.	3.16	1.83
TOTAL BOYS	347.	4.04	1.71	347.	3.80	1.81	347.	3.90	2.02	347.	3.85	1.78
SIGNIFICANT EFFECTS		GRADE	SEX		GRADE	SEX		GRADE	SEX		GRADE	SEX

GROUP REPORTED	BOY SCOLDING BOY 532			BOY SCOLDING GIRL 524			GIRL SCOLDING BOY 556			GIRL SCOLDING GIRL 566		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	259.	3.08	1.79	259.	3.21	1.74	259.	3.41	2.05	259.	3.45	2.02
SES 1	154.	3.07	1.73	154.	3.16	1.71	154.	3.23	2.02	154.	3.26	1.96
SES 2	105.	3.13	1.85	105.	3.27	1.76	105.	3.59	2.09	105.	3.64	2.08
GIRLS	134.	2.78	1.77	134.	2.43	1.43	134.	3.58	2.02	134.	2.87	1.95
BOYS	125.	3.38	1.81	125.	4.00	2.05	125.	3.25	2.09	125.	4.04	2.08
GRADE 6, TOTAL	213.	3.32	1.80	213.	3.47	1.95	213.	3.90	2.12	213.	3.72	2.11
SES 1	106.	3.42	1.81	106.	3.14	1.83	106.	4.09	2.09	106.	3.81	2.08
SES 2	107.	3.22	1.80	107.	3.80	2.07	107.	3.72	2.15	107.	3.63	2.14
GIRLS	104.	3.44	1.88	104.	3.29	1.98	104.	3.92	2.02	104.	3.80	2.10
BOYS	109.	3.20	1.72	109.	3.65	1.93	109.	3.88	2.22	109.	3.64	2.11
GRADE 8, TOTAL	224.	3.44	1.71	224.	3.12	1.72	224.	4.07	2.14	224.	3.45	1.74
SES 1	113.	3.32	1.65	113.	2.93	1.62	113.	4.10	1.97	113.	3.36	1.83
SES 2	111.	3.57	1.77	111.	3.30	1.83	111.	4.04	2.31	111.	3.55	1.66
GIRLS	111.	3.70	1.72	111.	3.60	2.03	111.	3.69	2.02	111.	3.63	1.88
BOYS	113.	3.19	1.70	113.	2.63	1.42	113.	4.45	2.26	113.	3.28	1.61
TOTAL SES 1	373.	3.26	1.73	373.	3.08	1.72	373.	3.81	2.03	373.	3.48	1.95
TOTAL SES 2	323.	3.31	1.81	323.	3.46	1.89	323.	3.78	2.18	323.	3.61	1.96
TOTAL GIRLS	349.	3.31	1.79	349.	3.11	1.81	349.	3.73	2.02	349.	3.43	1.98
TOTAL BOYS	347.	3.26	1.74	347.	3.42	1.80	347.	3.86	2.19	347.	3.65	1.93
SIGNIFICANT EFFECTS					SES			GRADE				

ITALY

TABLE: PROBLEM THIRTEEN
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 13, VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	BOY SCOLDING FATHER 542			BOY SCOLDING MOTHER 518			GIRL SCOLDING FATHER 550			GIRL SCOLDING MOTHER 560		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	259.	3.05	2.28	259.	2.66	2.16	259.	3.28	2.31	259.	3.28	2.25
SES 1	154.	2.80	2.26	154.	2.28	2.04	154.	3.14	2.37	154.	2.89	2.32
SES 2	105.	3.29	2.28	105.	3.03	2.27	105.	3.41	2.26	105.	3.67	2.21
GIRLS	134.	2.57	2.12	134.	2.59	2.09	134.	3.20	2.26	134.	2.92	2.19
BOYS	125.	3.52	2.44	125.	2.73	2.22	125.	3.35	2.36	125.	3.65	2.34
GRADE 6, TOTAL	213.	4.44	2.41	213.	4.05	2.52	213.	4.66	2.39	213.	4.36	2.38
SES 1	106.	4.46	2.50	106.	4.12	2.56	106.	4.87	2.36	106.	4.53	2.40
SES 2	107.	4.42	2.31	107.	3.98	2.49	107.	4.45	2.43	107.	4.18	2.37
GIRLS	104.	4.72	2.40	104.	4.51	2.61	104.	4.95	2.36	104.	4.80	2.35
BOYS	109.	4.16	2.42	109.	3.59	2.43	109.	4.37	2.42	109.	3.91	2.42
GRADE 8, TOTAL	224.	5.71	1.90	224.	5.58	1.87	224.	5.75	1.66	224.	5.50	1.76
SES 1	113.	5.32	2.20	113.	5.08	2.26	113.	5.45	1.81	113.	5.42	1.76
SES 2	111.	6.11	1.59	111.	6.08	1.49	111.	6.05	1.51	111.	5.58	1.76
GIRLS	111.	5.87	1.75	111.	5.69	1.90	111.	6.00	1.49	111.	5.75	1.58
BOYS	113.	5.55	2.04	113.	5.47	1.85	113.	5.49	1.83	113.	5.25	1.94
TOTAL SES 1	373.	4.19	2.33	373.	3.83	2.28	373.	4.48	2.18	373.	4.28	2.16
TOTAL SES 2	323.	4.61	2.06	323.	4.36	2.09	323.	4.64	2.07	323.	4.48	2.11
TOTAL GIRLS	349.	4.39	2.09	349.	4.27	2.20	349.	4.72	2.04	349.	4.49	2.04
TOTAL BOYS	347.	4.41	2.30	347.	3.93	2.17	347.	4.40	2.21	347.	4.27	2.23
SIGNIFICANT EFFECTS		GRADE	SES		GRADE	SES		GRADE			GRADE	

GROUP REPORTED	TEACHER SCOLDING BOY 516			TEACHER SCOLDING GIRL 528			BOY SCOLDING TEACHER 558			GIRL SCOLDING TEACHER 544		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	259.	4.10	1.77	259.	3.98	1.81	259.	3.45	2.35	259.	3.28	2.33
SES 1	154.	4.13	1.78	154.	4.00	1.81	154.	3.11	2.37	154.	2.98	2.33
SES 2	105.	4.07	1.76	105.	3.95	1.81	105.	3.79	2.34	105.	3.58	2.33
GIRLS	134.	3.62	1.79	134.	3.40	1.66	134.	3.05	2.30	134.	3.06	2.29
BOYS	125.	4.58	1.75	125.	4.56	1.96	125.	3.85	2.41	125.	3.49	2.37
GRADE 6, TOTAL	213.	3.83	1.94	213.	3.84	1.84	213.	4.51	2.29	213.	4.63	2.35
SES 1	106.	3.58	1.90	106.	3.59	1.80	106.	4.75	2.29	106.	4.93	2.33
SES 2	107.	4.09	1.98	107.	4.09	1.87	107.	4.26	2.30	107.	4.32	2.37
GIRLS	104.	3.44	1.96	104.	3.36	1.82	104.	4.91	2.18	104.	4.83	2.25
BOYS	109.	4.22	1.92	109.	4.33	1.86	109.	4.10	2.41	109.	4.42	2.45
GRADE 8, TOTAL	224.	3.00	1.90	224.	2.51	1.62	224.	5.44	1.77	224.	5.49	1.82
SES 1	113.	3.30	1.84	113.	2.86	1.62	113.	5.11	1.87	113.	5.39	1.80
SES 2	111.	2.69	1.97	111.	2.17	1.62	111.	5.77	1.67	111.	5.60	1.84
GIRLS	111.	2.89	1.93	111.	2.42	1.70	111.	5.58	1.70	111.	5.66	1.70
BOYS	113.	3.10	1.87	113.	2.61	1.54	113.	5.30	1.84	113.	5.33	1.94
TOTAL SES 1	373.	3.67	1.84	373.	3.48	1.74	373.	4.32	2.18	373.	4.43	2.15
TOTAL SES 2	323.	3.61	1.90	323.	3.40	1.77	323.	4.61	2.10	323.	4.50	2.16
TOTAL GIRLS	349.	3.32	1.89	349.	3.06	1.73	349.	4.51	2.06	349.	4.52	2.08
TOTAL BOYS	347.	3.77	1.85	347.	3.83	1.79	347.	4.42	2.22	347.	4.41	2.25
SIGNIFICANT EFFECTS		GRADE	SEX		GRADE	SEX		GRADE			GRADE	

ITALY

TABLE: PROBLEM THIRTEEN
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 13, VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

	POLICEMAN SCOLDING BOY 520			POLICEMAN SCOLDING GIRL 538			BOY SCOLDING POLICEMAN 564			GIRL SCOLDING POLICEMAN 552		
GROUP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	259.	4.25	1.72	259.	3.94	1.75	259.	3.51	2.29	259.	3.32	2.28
SES 1	154.	4.26	1.80	154.	3.86	1.81	154.	3.27	2.35	154.	2.92	2.22
SES 2	105.	4.24	1.64	105.	4.01	1.69	105.	3.75	2.23	105.	3.73	2.33
GIRLS	134.	3.96	1.64	134.	3.69	1.73	134.	3.24	2.24	134.	3.13	2.18
BOYS	125.	4.54	1.79	125.	4.19	1.76	125.	3.78	2.34	125.	3.52	2.37
GRADE 6, TOTAL	213.	3.66	1.75	213.	3.64	1.70	213.	4.37	2.29	213.	4.50	2.26
SES 1	106.	3.55	1.68	106.	3.54	1.59	106.	4.58	2.28	106.	4.89	2.22
SES 2	107.	3.76	1.82	107.	3.74	1.82	107.	4.16	2.29	107.	4.11	2.30
GIRLS	104.	3.28	1.76	104.	3.15	1.49	104.	4.66	2.27	104.	4.88	2.17
BOYS	109.	4.03	1.75	109.	4.13	1.91	109.	4.08	2.31	109.	4.12	2.35
GRADE 8, TOTAL	224.	2.64	1.89	224.	2.57	1.81	224.	5.02	1.75	224.	5.32	1.82
SES 1	113.	3.05	1.99	113.	2.88	1.87	113.	4.90	1.79	113.	5.23	1.82
SES 2	111.	2.23	1.79	111.	2.27	1.75	111.	5.14	1.70	111.	5.41	1.81
GIRLS	111.	2.41	1.95	111.	2.60	1.87	111.	5.29	1.63	111.	5.67	1.63
BOYS	113.	2.87	1.83	113.	2.55	1.74	113.	4.75	1.86	113.	4.98	2.01
TOTAL SES 1	373.	3.62	1.82	373.	3.43	1.75	373.	4.25	2.14	373.	4.35	2.09
TOTAL SES 2	323.	3.41	1.75	323.	3.34	1.75	323.	4.35	2.07	323.	4.42	2.15
TOTAL GIRLS	349.	3.21	1.78	349.	3.14	1.70	349.	4.49	2.05	349.	4.56	1.99
TOTAL BOYS	347.	3.81	1.79	347.	3.62	1.81	347.	4.21	2.17	347.	4.21	2.24
SIGNIFICANT EFFECTS		GRADE	SEX		GRADE			GRADE			GRADE	

Japan

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Introduction

Human behavior of any kind can be studied in terms of genetic of physical components and environmental or cultural components, represented by situations and human relationships. Peoples' aggressive behavior reflects these two major components and may be shaped by cultural norms internalized through family interactions and other interpersonal relationships.

The background factors evoked to explain the development of Japanese children's perceptions of various kinds of family, school and community authority figures, (Hess and Tapp 1969) are probably also operative in determining children's judgements of norms regulating the expression of aggression in personal relationships. In reviewing these factors, it is proposed that the family structure and role differentiation among family members, are not independent of the broader social structure, its functions and the position of the family in it.

The contemporary picture of conditions in Japanese family life in urban areas may be defined in terms of a mixture of traditional role relationships and rapid advancement in technology, economics and education. Unlike the underdeveloped countries of Asia, Japan, only 20 years after its defeat in World War Two, has the third highest gross national product in the world: (the United States and West Germany, ranking one and two). The Japanese are also proud of their high literacy rate and the fine quality of their compulsory education system, operating for more than 90,000,000 people living in the restricted land of four major islands. Despite these major modernizing changes, traditional ways of feeling, thinking, interpersonal attitudes and personal life patterns have not been entirely swept away and remain little changed, much as the language and unilateral social structure remains unaffected by economic and educational modernization.

Japan has been and still is, a nation restoring sovereign monarchy, headed by the Emperor and governments loyal to the Emperor in spite of two great reformations in her history. Although the Japanese restoration of 1868 began with strong clans of Samurais, followed by wars against China, Russia, the United States and other countries, most Japanese people as individuals are believed to be, by people of other countries, polite and quiet in their expression of aggression. (Bendict, R., 1946; Lambert, W. E. and Klincherg, O., 1967). The outburst in 1960, in reaction to the allegedly unconstitutional policies the Kishi government employed, the rebelliousness of the University students when ideologically and emotionally aroused, and the people's vocal opposition to government actions at the national level are believed to be periodic exceptions to this general trait.

It has been assumed that Japanese unaggressiveness is related to their family solidarity and child rearing practices. Even children raised in poor low status homes are taught that patience, trust and social ties with other community members bill give them the chance to overcome their difficulties. It is notable that the traditional unilateral structure of the Japanese family and Jananese society has persited even in the post-war period of rapid social change. The important roles and values accompanying age, sex and status are still emphasized in Japanese socialization. (Berrien, F. K., 1965). Aggression of children to elders, women to men, and those below "Shitano Hito"[1] to those above them "Ueno Hito"[1] within chains of obligation and ties in vertical role relationships involved in family, business or student-teacher associations had been strongly reproached.

It is only recently that the older generation and high status people have begun to accept the expression of aggression by persons who are younger or of lower status. This acceptance is conceptualized in the term "Zoohan,"[2] borrowed from the ideology of the Communist Chinese Cultural Revolution. Younger and lower status people now speak freely and sometimes aggressively to older and high status people. This phenomenon is probably related to the post-war education in democratic concepts, resulting in changes in the interpretation of family role relationships among younger Japanese. Studies done by Japanese psychologists and sociologists indicate that attitudes of Japanese children and youth became far less authoritarian and more individualistic after 1950. They now deny the term "Ken-i" meaning authority and/or power belonging to those above, in any sense and wish everyone to be treated as equal. They believe that the opinions of even young children should be considered in determining family decisions. Although the degree to which the expression of such opinions by children is tolerated by parents, varies from family to family, it is now a commonly accepted principle that every family member should have some voice in determining daily activities such as the assignment of household chores, selection of which TV station to watch, planning of family excursions, etc.

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[1] "Shita" means lower or below. "Ue" means upper or above. "Hito" means a person or people. "No" means of. Therefore, "Shitano Hito" means person or people of lower and "Ueno Hito" means person or people of higher status.

[2] "Zoohan" means a revolt or opposition based on legitimate arguments.

It is not unusual to see younger children, particularly boys, frustrated by treatment they did not expect from their parents, turn against their mothers or their siblings in outbursts of aggression, sometimes even hitting them. Changes in attitudes towards authority are also evident in the classroom. Teachers have become less concerned with "discipline" including physical punishment, reprimands and even scolding, and place more emphasis upon friendly persuasion and positive suggestions.

Children, on their part, tend to react to this new treatment with somewhat less respect. Older children may even become irritated, apparently feeling the need for more discipline. On the other hand, most high school students have the burden of preparing for college entrance examinations, and are generally compliant to the various rules and codes of the school. A few students, at the senior high school level, join in ideological student movements, demanding that school authorities change their policies, and sometimes temporarily barricading the school buildings. In general, however, when aggressive behavior occurs among Japanese children and adolescents, it tends to be verbal rather than physical.

Effect of Status

The results of the Japanese children confirmed the hypotheses for the ranking of aggressive ratings. Adults attacking children was judged the most justifiable aggression. This type of aggression was rated as much less wrong than either aggression by children to other children or to adults. Furthermore, as predicted, children attacking adults were judged to be the most wrong of the three status indices, with children attacking children holding the middle rank. (See Table P12).

Since Japanese children seem to rate the wrongness of the aggressor mainly in terms of the aggressor's status relationship to the victim, it might reasonably be presumed that children would also rate the wrongness of victims in terms of the predicted status relationship. The results indicate that this hypothesis is generally confirmed with some exceptions. As predicted, children as victims of adult aggression were rated most wrong, children being attacked by other children as intermediate in wrongness, and adults being attacked by children as least wrong. However, there were minor variations to this trend by sex and grade. These variations will be discussed in the following paragraphs. (See Table P16).

A. Age Differences

Changes with age were observed in all three status indices, for both aggressors and victims ratings. However, these changes across ages were not the same for judgements of aggressors and victims. On the aggressors ratings, adults attacking children were judged to be the least wrong of the three indices, but the degree of wrongness of these judgements increased as the subjects grew older, so that a significant age difference appears between the judgements of eighth grade children and the children of lower grades. The index child-attacks-adult was generally rated as very wrong, but rated as increasingly less wrong as the children grew older. Again, this effect is particularly apparent for the eighth grade children. The index child-attaks-child was rated as intermediate in wrongness, but the sixth grade subjects judged aggressors in this situation more severly than did the children of the other two grades. (See Table P12).

For the victims ratings, both adults and children being attacked by children were rated increasingly more wrong as the subjects grew older, whereas children being attacked by adults were judged to be less wrong by the eighth grade children, although still more wrong than the other victims. (See Table P16).

The major age changes for both aggressor and victim ratings occur between the sixth and eighth grade. Judgements of wrongness of the fourth and sixth grade children are approximately equal.

B. Sex Differences

The sex of the children did not significantly affect the aggressors ratings, for any of the three status indices. (See Table P12; Figure P12 Sex). However, for the victims ratings there were two significant sex differences; boys are more severe than girls in their judgement of the wrongness of victims of adult-to-child and child-to-child aggression. Boys are also more severe in their condemnation of victims in child-to-adult aggression but this difference is not significant. (See Table P16; Figure P16 Sex).

C. SES Differences

Across all grades the higher SES children judged aggressors in each of the three status indices to be less wrong than did lower SES children, but the only significant SES differences appears for the aggressor ratings of the child-to-child index. There are no significant interactions between SES and either age or sex. (See Tables P12, P16; Figures P12, P16 SES).

D. Summary

The findings indicate that age is the most important sampling factor influencing children's judgements of the status indices, since most of the significant effects involve age rather than sex or SES.

E. Interview Data

In response to questions concerning the generality or rules and laws as they apply to adults and children, most Japanese children (33 out of 44) maintained that not all rules are the same for adults and children. (See Table IVB). This judgement was shared almost equally by children of both sexes, and by more than two-thirds of the children of both social classes: Lower SES-84% and higher SES-68%. Only nine subjects said that rules are the same for adults and children. These findings suggest that children's judgements about aggression across status are discriminative of status differences.

The children's views of the importance of norms governing individual behavior were clarified through assessment of their judgements of the inevitability of detection of persons violating rules. Responses to the question, "Does someone who breaks a rule or law always get caught?" disclosed that the majority of children believe that rule breakers get caught "always" (48%) or "most of the time" (30%). Only five subjects believed that rule violators do not always get caught: four subjects said "sometimes yes and sometimes no" and one subject said "not always." (See Table VIIA).

In response to the question "Do some children get away with breaking rules and/or laws?" 15 out of 44 children (34%) maintained that no children can escape detection and/or punishment for their transgressions. The majority of the Japanese children said that children may escape detection or punishment 1. because of innocence or lack of responsibility (16 Ss or 36%), 2. because of facilitating circumstances such as lack of control by parents or other adults (9 Ss or 20%), 3. due to chance factors (3 Ss or 7%), or 4. through deviousness (1 Ss or 2%). (See Table VIIB).

The frequency of these responses varied with sex, age and SES of the subjects. Boys held the opinion that no children escape detection more frequently than girls, (48% for boys vs. 22% for girls). The frequency of this response was relatively unaffected by age or SES. (See Table VIID).

The answer that children may escape detection because of innocence or lack of responsibility was more frequent among sixth grade children (60%) than among fourth grade (24%) or eighth grade (35%) children. This answer was also more frequent among middle class children (48%) than among lower class children (21%), and somewhat more frequent among girls (39%) than among boys (33%). (See Table VIIB).

The most striking finding is that the largest proportion of the Japanese subjects contended that innocent or irresponsible children get away with breaking rules. Evidently those children who believed that children can escape detection believed that such children have no conscious intent to their rule breaking, but act only through innocence or accident.

In response to the question, "Do some adults get away with breaking rules?" 12 out of 44 children (27%) maintained that no adults escape detection or punishment for their transgressions. However, the majority of the children (36 out of 44) thought that adults may also get away with breaking rules 1. because of facilitating circumstances such as lack of control or strictness on the part of rule enforcing agents (13 Ss or 30%), 2. because of innocence (9 Ss or 20%), 3. through high status of the transgressor (5 Ss or 11%), and 4. due to chance (4 Ss or 9%). (See Table VIIC). The frequency of these answers were affected by sampling variables.

The answer that adults may get away with breaking rules, held by the majority of Japanese children, was affected by all three sampling variables. This response was given more frequently by girls (91%) than by boys (71%) and by higher SES children (84%) more frequently than by lower SES children (79%). The response was also more frequent among eighth grade children (94%) than among sixth grade (60%) or fourth grade (82%) children.

The opinion that no adult escapes detection was not affected by SES. However, this response was given more frequently by boys (38%) than by girls (17%) and more frequently by sixth grade children (40%) than by fourth (29%) or eighth (18%) grade children.

The opinion that adults get away with breaking rules because of circumstances was not affected by age. However, this response was given more frequently by boys (33%) than by girls (26%) and by higher SES children (36%) than by lower SES children (21%).

The response that innocence is the primary reasons for adults escaping detection was not affected by sex. This answer was given more frequently by sixth grade children (30%) than by fourth or eighth grade children 18% for both grades) and more frequently by higher SES children (24%) than by lower SES children (16%). As was the case with the reasons given for children escaping detection, those Japanese children who believed that adults may sometimes break rules and get away with it, focused on innocence as the primary reason for escaping detection.

Among Japanese adults there are expressions which are relevant to this finding. When a person is detected by someone in violation of a rule or law he may say "Sono, tsui Dekigokoro kara," meaning, "Well, it just happened by accident, or because of situational circumstances," i.e., not because of purposeful motives. This is used as a common excuse by adults as well as children. Either good or bad conduct may be said to have occurred unintentionally, by accident, fortune or misfortune, that is because of forces beyond ones control. The finding that Japanese children do not think that those who avoid detection are willful or responsible for their actions is consistent with this general belief.

The interview also investigated the inevitability of detection via the comparative question, "Do children get away with breaking rules more often than adults?". The most frequent response to this question was that children most often get away with breaking rules more than adults (26 out of 44 Ss or 59%). Children believed that their transgressions are more permissible than those of adults, because such behavior is expected during the socialization process, which allows children more freedom and less restriction by rules than is permitted to adults. However, 23%

of the Japanese children thought that adults have the advantage and therefore escape detection more often than children, suggesting that they believe that adults are more responsible for their behavior than are children. This answer becomes increasingly less frequent as children grow older. (See Table VIIE).

Effect of Status and Role

In order to determine the degree to which the effect of status varies with different adult roles, the data were combined into indices including all pictures depicting parents, teachers, or policemen scolding children or being scolded by them as well as the pictures of children scolding other children. The rank order of aggressors for these role indices from most to least wrong was 1) children, 2) parents, 3) teachers, and 4) policemen. (See Table P10). The differences between the means involving the three adult authorities were, however, smaller than the differences between the means of wrongness of children and adults. This suggests that to children, adult status in general, is more important than specific adult institutional roles, so that they discriminate slight differences among adult authority figures relative to the differences between adult authorities and children.

The differences among adult authority figures seemed to vary along the dimension of closeness of the adult to the child's daily living and the legal legitimacy of the adult's authority. This interpretation is supported by the fact that the rank order of the wrongness of the children's scolding adults holding different authority roles is reciprocal to the rank order of the wrongness of these authority figures when scolding children. These findings can be further clarified by the YIAPR questionnaire results and interview information.

For the victims ratings, the rank order of wrongness of children being scolded by adults was 1) policemen, 2) teachers, 3) parents, 4) children. (See Table P14). It is notable that this rank order is again reciprocal to the rank order in the aggressor ratings across all grades and for both sexes. Japanese children judge all adult authority figures as having the right to control and sanction children's behavior, but the specific role of the authority figure seems to be fairly substantially differentiated by them. In contrast with the above rank orders, the interview data of the children shows that they rated the policemen as the authority figure who it is worst to be scolded by.

The rank order of wrongness of adults being scolded by children is also interesting. This order of victims is 1) teacher,

2) parents, 3) policemen. (See Table P14). This rank order probably reflects the degree of possible opportunity for children to scold these adults as well as the unparalleled justice of the authority roles in the children's perception.

The experimenters observed emotional reactions among the children in the classroom as the pictures were being presented. A murmur of uneasiness was noted at the presentation of pictures in which adults were being scolded by children. This was usually followed by laughter and whispering to each other as if the situation was regarded as unrealistic by younger children, but perhaps regarded as likely to happen to older children.

A. Age Differences

Age seemed to play a rather important role in influencing the judgements of wrongness of various aggressors and victims for the seven status-role indices. For the aggressors ratings, as the children got older their perception of the wrongness of adult authority aggressors increased while their judgements of wrongness of children scolding adults and other children decreased. An exception to this was the index of children scolding parents, on which the eighth grade children rated child aggressors far less wrong than either the fourth or sixth grade children. (See Table P10).

Compared with the results of the other countries, the Japanese children rated children scolding adults as far less wrong in all grades. As stated before, Japanese children seemed to view the situations in which adult authority figures were scolded by children as either unrealistic or strange, as compared with their daily experiences, or as likely to happen only if children had good reasons for scolding adults. In spite of their perception of the legitimacy of adult authority roles as such, the children seemed to realize that adults do make mistakes and may fail to do right by the children. Children may feel that if adults have taken advantage of them they should at least plead their cause. This kind of consciousness of rightness of the legitimacy of complaints has been developed among Japanese children in the present educational system. It is, therefore, no wonder that these results obtained, particularly with the eighth grade children who had more experience and training in the principles of a democratic society where people's efficacy should be regarded as an important factor for progress.

For the victims ratings also, adults being scolded by children are judged to be more wrong as the children grow older. (See Table P14). The changes are almost linear. On the other hand, children being scolded by adults are judged increasingly more leniently as the children grow older, except that the sixth grade children judged the **victims** of teacher scolding to be more wrong than fourth or eighth grade children. Age effects for the victims ratings are very strong in the Japanese data because significant age differences appear among all the status-role indices of adult to child verbal aggression. The only victim rating which does not show a significant age difference is the index of child-to-child aggression.

B. Sex Differences

The analysis of aggressor ratings showed no significant sex differences for the status-role indices. (See Table P10). However, girls tended to be somewhat more severe than boys in their ratings of childrens aggression to teachers and policemen.

Boys were significantly more critical than girls in rating the wrongness of child victims being scolded by parents, teachers, policemen, or other children, but are not more severe in judgements of the wrongness of adults being scolded by children. (See Table P14). This finding may indicate either that girls tend to be more lenient and forgiving of the victims of adult scolding, or that boys aspire to adult authority roles and model such roles by their strict judgements.

While these sex differences were not significantly influenced by age, the leniency of the girls judgements increased with age, while the wrongness judgements of boys peak at the sixth grade for all three authority roles. This suggests that boys aspirations for adult authority roles reaches the highest degree of arousal around the sixth grade and then decreases.

C. SES Differences

Lower class children are significantly more severe than their higher class peers in judging the wrongness of children scolding other children, parents or teachers, and the wrongness of parents scolding children. (See Table P10).

There are no significant SES differences for the victim ratings, but lower class children tend to be more lenient in judgements of wrongness of children, parents and teachers as victims. (See Table P14).

Significant SES grade interactions appear in the aggressor ratings for the indices of children scolding parents and teachers.

In the fourth grade, middle class children are more severe in their judgements for both indices than are lower class children, whereas, in the eighth grade, the lower class children are more severe. In the sixth grade, lower class children were more critical in judging child-to-parent aggression but less critical in judging child-to-teacher aggression than were middle class children.

D. Interview Data

In response to the question "What rules are different for adults and children?" more than half of the interviewed Japanese children (61%) answered that rules of the community and the government apply differently to adults and children. In their answers about one-fourth of the children (23%) cited the rules of the school, while none of them mentioned family rules. (See Table IVC). However, in response to the question "What rules are the same for adults and children?" 37 out of 44 of the Japanese subjects (84%) stated that rules of the community and government were the same irrespective of age. (See Table IVB). In answering this question about one-third (39%) of the children cited the rules of the school as being the same for adults and children, while only three children mentioned family rules. (See Tables IVD and IVE).

These findings indicate that the children's judgements concerning the consistency or inconsistency of rule application, referred more often to rules of the community or government than to those of the family. It should be noted that the Japanese children emphasize the sameness of rules of the community, government and school as they apply to adults and children, much more than the children in any other country of the sample.

The emphasis upon consistency of community and government rules varied with age, sex and SES. Almost all of the primary school children (fourth and sixth graders) emphasized government rules more than the children in junion high (eighth grade). Government and community rules were mentioned by all boys, but only 70% of the girls, and by almost all of the higher SES children as opposed to 74% of the lower SES children.

Responses to the interview question "Who can make you obey rules and laws?" and "Who cannot make you obey rules and laws?" further clarify children's views about conditions permitting persons to enforce rules and require obedience. (See Tables VIA and B). The responses show that age-status is an important differentiating factor. More than 60% of the interviewed sample thought that parents and teachers share the power to enforce rules on children; (of the 44 subjects interviewed 27 mentioned the father, 30 the mother, and 35 the teacher, while only 9 Ss mentioned the policeman and 3 cited other government officials.

It is striking that the teacher is ranked as the most powerful figure, even higher than the parents by Japanese children of both sexes and social classes. This ranking is particularly apparent for girls and for the fourth and eighth graders. This suggests that, the Japanese children of the sample used in this study, regard the school teacher as the most effective in gaining children's compliance, and as a person who weilds powerful influence through close, nurturant and somewhat affectionate ties. This interpretation varies somewhat from some of the points made in the introduction to this chapter.

The rank order given to parents by the subjects does not necessarily mean that they are ineffective in making children obey. Parents are particularly effective rule enforcers for girls, sixth grade children and lower class children respectively. (See Table VIA). Policemen appear to be less able than parents or teachers to make children obey, since only 20% of the children rank them first. This point will be discussed later.

Responses to the questions concerning people who cannot enforce rules on children show that children's judgements are not entirely influenced by respect for adult status. Nearly one-third of the children said that adults with bad intentions or bad character could not make them obey. This somewhat ethical view of authority was more frequent among sixth grade children (40%) than among fourth grade (29%) or eighth grade (24%) children, and more frequent among girls (35%) than among boys (24%). This view was also supported more often by lower class children (32%) than by middle class children (28%).

In connection with these questions more than one-fifth of the children said that strangers, or people not related to them by blood or institutional ties, could not make them obey. This view is held more frequently by middle class children (32%) than by lower class children (21%) and by boys (29%) more frequently than by girls (26%). There is also an age difference in the frequency with which this opinion is cited, (eighth grade 29%, sixth grade 30% and fourth grade 24%).

Almost one-fifth of the Japanese subjects said that young people could not make them obey. This opinion was held more frequently by fourth grade children (29%) than by sixth grade (10%) or eighth grade (12%) children; more frequently by boys

(29%) as opposed to girls (9%), and more frequently by higher SES children (24%) vs. lower SES children (10%).

Only six subjects, five of them middle class said that there was no one who "could not make them obey."

Responses to the questions "Whom is it worst for you to be punished by?" and "Whom is it worst for you to punish?" (See Tables IXA and IXC) also demonstrate children's differential perception of authority figures.

Mothers and fathers were cited most frequently in answer to the first question, "Whom is it worst for you to be punished by?". Mother was cited as the first choice by 59% of the total sample. Mother was ranked first more frequently by girls (61%) than by boys (57%), and by lower SES children (63%) more frequently than by higher SES children (56%). The frequency with which mothers ranked first decreased with age; (fourth grade 76%, sixth grade 50% and eighth grade 47%).

The father was usually ranked second as the person whom it is worst to be punished by. The frequency of this choice increased with age; (fourth grade 29%, sixth grade 40% and eighth grade 71%). Fathers were chosen more frequently by girls (56%) than by boys (38%) but no difference was found between the two SES groups.

Teachers received far fewer choices than parents in response to these questions (9%), while the policeman received no first choices at all.

As might be expected, these results are reversed if one looks at the last choice answers to the same questions. The majority of the children (80%) rank policeman last. Policemen are ranked as last choice more frequently by boys (86%) than by girls (74%) and by higher SES children (88%) than by lower class children (68%). This ranking decreased slightly as children grew older (fourth grade 82%, sixth grade 80% and eighth grade 76%).

The reasons given for first choices were based mostly upon expectations of help from parents, rather than fear of severe punishment or fear of the power of the authority figures. Although the number of respondents giving this reason was not many (only 7) this answer was more salient than any other.

In responding to the question, "Whom is it worst for you to punish?" 34% of the children mentioned policemen as their first choice, followed by mother (16%), father (14%) and teacher

(14%). This ranking was unaffected by sex or SES but did vary by age. The fourth grade children followed the general ranking listed above; the sixth grade children did not mention father or teacher, while the eighth grade children chose teacher most often (24%) followed by mother and father (both 18%) and policeman (12%).

The Japanese children seemed to be very reluctant to give reasons for their first choice of the person whom it is worst to punish. Only 18% of the subjects responded to this question and the only answer given was that the person whom it is worst to punish is the person whom you should respect.

The mother was listed as last choice for the person whom it is worst to punish by 46% of the children, followed by father (27%), policeman (14%) and teacher (9%). This rank order of last choices was unaffected by sex, but the lower SES children cited the policeman as last choice more often than the father, while the frequency of mother as last choice decreased with age; father was ranked last by sixth grade children, and policeman was ranked last by eighth grade children more frequently than by children of the younger grades. (See Table IXB).

These findings support the interpretation of Tapp in her cross-national analysis of the interview data that Japanese children value personal and affiliative qualities as more important in gaining compliance than the children of other countries, and are less affected by expectations of severe punishment by government or other institutions, being only influenced by a sense of respect.

In conclusion, Japanese children's judgements about interpersonal aggression were primarily determined by the relative age-status of aggressors and victims, and to a lesser--but still appreciable degree--by the role of the authority figures. Differentiation of the justice of scolding by role seemed to be influenced chiefly by the childrens personal closeness and affective attachment to each of the authority figures.

Effect of Action

The effect of the mode of aggression was assessed by four sets of pictures depicting parents hitting children, parents scolding children, children hitting children, and children scolding children. This allowed a comparison of the judgements of the wrongness of physical vs. verbal aggression for these figures. The hypothesis that hitting would be judged more wrong than scolding was confirmed for the Japanese sample. Hitting was judged to be more wrong than scolding for both parent-to-child and child-to-child aggression. (See Table P10).

The hypothesis that the victims of physical aggression would be judged to be more wrong than the victims of verbal aggression was not confirmed. Victims of physical aggression were, in fact, judged to be less wrong than the victims of verbal aggression or scolding for both the parent-to-child and the child-to-child indices. (See Table P14). Although these effects were consistent for both sexes and across all grades, the degree of wrongness of the subjects' judgements varied by sex and age, as will be described in later sections. Japanese children apparently acknowleged the right of parents to verbally discipline children, by right of seniority, but they seem not to acknowledge this right when the parents resort to physical punishment. When parents use physical aggression they are judged to be more wrong and their victims are judged to be less wrong than when they rely on scolding.

It is interesting to note that Japanese children's judgements of the wrongness of the use of physical aggression by parents were more severe than those of children in many of the other countries in the sample. One of the important principles of democratic education in Japan is the point of view among the Japanese people that neither parents or teachers should use physical violence in order to punish children.

A. Age Differences

Age differences in children's judgements of the action indices are significant in two out of four of the aggressors ratings and two out of four of the victims ratings. (See Tables P10 and P14).

For the aggressors ratings sixth grade children rated child-to-child physical aggression as the most wrong of the four indices and more wrong than either fourth or eighth grade children. Children's judgements of the wrongness of child-to-child verbal aggression decreased significantly with age. By contrast, judgements of parental aggression either hitting or scolding became increasingly more severe as children grew older but differences among three age groups were not significant.

On the victim indices eighth grade children judged child victims of physical aggression by other children to be more wrong than either fourth or sixth grade children. This relationship is reversed in the cases of ratings of children being scolded by parents. That is, the fourth grade children rated child victims to be more wrong than did either sixth and eighth grade children. Both of these age differences are significant. There are, however, no significant curvilinear relationships for the indices of children being hit by parents or being scolded by other children.

B. Sex Differences

There were no significant sex differences in the children's judgements of the wrongness of actions of aggressors. There was a trend indicating that girls ratings of aggressors were somewhat more severe than those of boys, except for their ratings of parents scolding children. (See Table P10).

Boys, on the other hand, appeared to be more critical of victims than are girls for all of the action indices. These sex differences are significant for the indices of children being scolded either by parents or by other children. This fact may reflect the boys' condemnation of children who are caught in their wrongdoing, either by parents or by peers and therefore scolded. (See Table P14).

C. SES Differences

Only two significant SES differences were found in the aggressors of the action indices. Lower class children are more severe in their judgements of both parents or children scolding children. (See Table P10).

There is a significant SES x age interaction for the aggressors ratings, for the parents-hit-children index. Lower class children in the fourth and eighth grades judged parental aggressors more severely, than the higher class children, whereas, in the sixth grade the higher class children have the more severe judgements.

There are no significant SES differences for the victims ratings of the action indices. (See Table P14). However, there is a trend for the higher SES children to rate the victims of physical aggression of both parents or other children as more wrong than the lower SES subjects. A similar, although less strong trend, is seen in the victims ratings of children being scolded by other children.

D. Summary

The hypothesis that physical aggression would be judged to be more wrong than verbal aggression was confirmed for the

Japanese sample, for both parent-to-child and child-to-child aggression. However, the hypothesis that victims of physical aggression would be judged to be more wrong than the victims of verbal aggression, was not confirmed, because when parents resort to physical aggression to discipline children, they are judged to be more wrong than their victims.

Among the three indices, age differences appeared to be the most significant for both aggressors and victims ratings; sex differences affect only the victim ratings while SES differences are salient only for the aggressor ratings. A significant SES x age interaction appears for the parents-hit-children index.

Effects of Sex and Role

The analysis of aggressors and victims ratings for individual pictures further clarifies the findings on the effects of age-status and status-role mode of action and sex on children's judgements about interpersonal aggression. (See Tables P9 and P13).

A. Age Differences

Significant grade differences appear on twelve of the aggressors ratings of children scolding various adult authority figures and peers. All indices of child-scolds-parents except boy-scolds-father reveal significant curvilinear changes. Sixth grade children (either girls or boys) appear to be more severe than other age groups in the ratings of children's verbal aggression toward either father or mother. The children's verbal aggression toeard peers, particularly boy-scolding-boy and girl-scolding-girl decrease as they grow older. (See Table P9).

Effect of Sex

To analyze the effect of children's sex upon their judgements of the wrongness of both aggressors and victims the ratings for individual pictures were combined to form the following indices. Males-attack-males (MAM), males-attack-females (MAF), females-attack-males (FAM), and females-attack-females (FAF). In these combinations, status role and action were ignored.

The Japanese data confirms the hypothesis that aggressors in female-to-female aggression will be judged to be worse than aggressors in male-to-male aggression, but does not confirm fully the hypothesis that aggressors in male-to-female aggression will be worse than aggressors in male-to-male aggression. The latter hypothesis is supported by the Japanese girls, but not by the Japanese boys. The rank order of wrongness of aggressors for the total Japanese sample is: 1. female-to-male; 2. female-to-female; 3. male-to-male; and 4. male-to-female. (See Table P11; Figure P11 Sex).

The rank order of the victims ratings is not exactly the opposite of the aggressor ratings. These ratings, therefore, do not fully confirm the hypothesis that victims of male-to-female aggression will be worse than victims of male-to-male aggression, but do confirm the hypothesis that victims of female-to-female aggression will be worse than victims of female-to-male aggression. The rank order of the victims ratings for the entire sample is: 1. male-to-male; 2. male-to-female; 3. female-to-female; and 4. female-to-male. (See Table P15; Figure P15 Sex).

A. Age Differences

The sex indices for aggressors ratings showed significant variation for all grades except for the male-to-male index. However, the only significant age difference for the victims ratings appears in the female-to-male index. (See Tables P11 and P15).

In the aggressors ratings fourth grade boys and girls judged aggressors to be less wrong than the sixth grade boys and girls, irrespective of the identity of the aggressor. However, the judgements of wrongness of aggressors decreased for both sexes at the eighth grade. Eighth grade children judged aggressors to be less wrong than either fourth or sixth grade children, with the exception that 8th grade children judged male-to-female aggressors to be more wrong than the 4th grade children. These data indicate that the sixth grade children were generally the most critical of aggressors. These differences are significant for the aggressor ratings of three sex indices, but not significant for male-to-male aggression ratings.

The victims ratings show that fourth and sixth grade children judged victims of male-to-female aggression to be the most wrong, but the eighth grade children judged the victims of male-to-male aggression to be the worst. Male victims being attacked by females were rated as the least wrong by all three grades of children, and among the three grades the degree of judged wrongness increased significantly as children grew older. There were no significant differences in the other sex indices but there seems to be a trend for the sixth grade children to be most severe in their judgements.

The results may be interpreted by assuming that as children grow older they develop sympathy for the situations in which females are compelled to attack males, and feel increasing sympathy for the female aggressor rather than for her male victim.

B. Sex Differences

Sex appears to be the most powerful and interesting sampling variable affecting the aggressors ratings for the four sex indices. (See Table P11 and Figure P11 Sex). Both boys and girls ranked female-to-male aggression as first in wrongness and female-to-female aggression as second. However, the sexes diverged on their rankings of male aggressors. Girls rated male-to-female aggression third and male-to-male aggression fourth, whereas boys reversed this order, rating male-to-male aggression third and male-to-female aggression as least wrong. The differences between the sexes on these ratings of male aggression are statistically significant.

These data indicate somewhat different attitudes between the two sexes concerning their judgement of male aggressors. Girls are evidently accustomed to male aggression which is nothing unusual in their daily lives and least wrong. Boys may feel that male-to-female aggression is not unusual if the male has a good reason to attack the female. Perhaps Japanese boys feel that males could find something wrong with females more often than females with the males.

The above interpretation is supported by the ranking of the victims wrongness in boys judgement. (See Table P15 and Figure P15 Sex). Boys rated female victims being attacked by males as the most wrong whereas girls rated the same victims as least wrong. Furthermore, girls ranked the male victims being attacked by males as most wrong, showing, therefore, no sympathy toward victims of male aggression. Boys appear to be more significantly severe in most of their judgements of the wrongness of victims than are girls, but there is no significant difference between the two sexes for male victims being attacked by females.

C. SES Differences

There are no significant differences between the two SES samples on any of the ratings of either aggressors or victims for these sex indices. (See Tables P11 and P15). However, there seems to be a trend for lower SES children to be more critical in their judgements of aggressors and less critical in their judgements of victims than higher SES children. For instance, lower class children rate male-to-male aggressors as more wrong than do middle class children, but rate female-to-female victims as less wrong than do middle class children. This phenomenon is not consistent, however, because it is confounded with an age variable. The sixth grade children's judgements of male-to-male aggression is opposite to the direction of the general social class difference and the judgements of female victims attacked by females show no social class difference in the sixth grade.

The judgements about both aggressors and victims in cross sex aggression show a somewhat restricted range compared to that of the status indices. The data suggest that the children's judgements of sex differences in aggression were not particularly varied, neither too severe nor too lenient.

D. Interview Data

In answering the questions about the generality and consistency of rules and laws as they apply to males and females, more than 36 (80%) of the 44 Japanese children interviewed said that all rules are the same for boys and girls; 6 children (14%) said that some rules are the same and some are different, and only two children said that it depends upon the situation. (See Table IVA).

Across all grades judgements of the quality and consistency of rules for boys and girls were about equally frequent for higher SES children (80%) and lower SES children (84%); but somewhat more frequent for boys (90%) than girls (74%). The number of children stating that rules are consistent for both sexes decreased for eighth grade children (71%), while the answer that some rules are the same but some are not, became more frequent (29%) in the eighth grade.

The questions concerning the probability that boys vs. girls might escape detection or punishment for rule violation revealed that nearly one-half (21 Ss) of the interviewed children believed that girls and boys have equal chances of escaping detection. More than one-third of the sample (16 Ss) thought that girls get away with breaking rules more often than boys, whereas only 4 children thought that boys get away with breaking rules more often than girls. (See Table VIID).

The opinion that males and females have equal chances to get away with breaking rules shows a curvilinear grade change: 70% of the sixth grade children hold this view as compared with 41% of the fourth and eighth grade children. Higher class children and girls appear to hold this opinion more frequently than lower class children or boys.

The opinion that girls get away with breaking rules more often than boys is held by boys (43%) more frequently than by girls (30%), and by lower SES subjects (42%) more frequently than by higher SES subjects (32%). Finally, the opinion that boys have a greater chance than girls of escaping detection and/or punishment is more frequent among eighth grade children (18%) than among sixth grade children (10%), and among lower SES children (16%) than among higher SES children (4%).

These findings indicate that more Japanese children believe that males and females are equal in both rule enforcment and in escaping detection. This opinion is also common in other countries and, as compared with the fourth and eighth grade children, the sixth grade children appear to hold this opinion most frequently. This may mean that the democratic ideal of equality between the sexes affects the Japanese children particularly strongly during the last year of their primary education.

Effect of Sex, Role and Action

Examination of the responses to the individual pictures reveals some differences in judgements of individual characters which are masked in the more condensed indices.

A. Age Differences

For the aggressors ratings there were significant age effects for more than half of all of the pictures related to action. For all four pictures depicting parents hitting children the ranking of the wrongness of the aggressors as well as the mean score of the wrongness varied along the age dimension. The eighth grade children rated father hitting daughter as most wrong and mother hitting son as second, whereas the fourth and sixth grade children judged mother hitting son as most wrong and father hitting son as second. (See Table P9). As children grew older their judgements of parental physical violence became more severe. However, sixth grade children were most severe in condemnation of both mothers' and fathers' use of physical aggression.

Significant age trends were also noticable in ratings of the wrongness of policemen scolding boys and girls. As children got older they judged the policemen to be increasingly more wrong. The same tendency was seen in the ratings of teacher scolding boy but not in the ratings of teacher scolding girl. The wrongness of children scolding policeman was rated less and less as they got older.

Victims ratings also show significant age effects for more than half of the indices. (See Table P13). For all of the adult figures, father, mother, teachers, and policemen being scolded by either boys or girls. All adult victims were rated increasingly more wrong as the children grew older. Also, almost all of the ratings of child victims of various adult verbal aggression were affected by the subject's age. The fourth grade children rated son being scolded by father more wrong, and daughter being scolded either by father or mother more wrong than did the sixth and eighth grade children. The sixth grade children rated daughter being scolded by father more severely than did older or younger children, respectively. The fourth grade children also judged either boy or girl being scolded by policemen more wrong than did the sixth and eighth grade children. The only exception was the picture of a girl being scolded by a teacher. For this picture the age difference is not significant.

There are no significant age differences for the victims ratings of peer-to-peer aggression, as long as the aggression is verbal. However, subjects judged peer-to-peer physical aggression as more wrong as they grow older. Again, the trend mentioned in the analysis of effect of action, is repeated in terms of more specific sex-role relationships.

These findings suggest that age is an important influence upon Japanese children's judgement of conditions affecting adult control of children's behavior, and punishment of their misconduct.

B. Sex Differences

The analysis of the status and action indices showed that the aggressors ratings were not significantly effected by the subject's sex. The individual picture analysis reveals significant sex differences in the aggressors ratings of the pictures, boy-scolds-father, boy-scolds-teacher, boy-scolds-policeman. Boys were less severe in their judgements of the boy aggressors than were girls for all of these pictures. These findings probably indicate that boys identify with persons of their own sex and age in confrontation with adult authority.

Significant sex differences also appear in the aggressors ratings for the pictures boy-scolds-boy, boy-scolds-girl, and girl-scolds-boy. Each sex of subject rated the opposite sexed aggressor as more wrong, obviously sympathizing with their own sex. There was no significant difference, however, on the index of girl-scolds-girl.

Significant sex differences were revealed for half of the eight hitting indices on the victims ratings. The indices in question were daughter-being-hit-by-father, girl-being-hit-by-boy, girl-being-hit-by-girl, and boy-being-hit-by-girl. For the first three indices boys rated the victims more severely than girls. On the fourth index, boy-being-hit-by-girl, girls rated the victim more severely than boys.

Nine significant sex differences appear for the victim ratings of the scolding indices. The pictures showing significant sex differences are 1) daughter-being-scolded-by-father, 2) daughter-being-scolded-by-mother, 3) girl-being-scolded-by-boy, 4) girl-being-scolded-by-girl, 5) boy-being-scolded-by-girl, 6) girl-being-scolded-by-teacher, 7) girl-being-scolded-by-policeman, 8) father-being-scolded-by-son, 9) policeman-being-scolded-by-boy. For each of these indices except boy-being-scolded-by-girl, the male subjects judged the victims to be more wrong than the female subjects.

These findings indicate that Japanese children identify with their own sex in judging the wrongness of children's behavior with respect to both physical and verbal aggression.

C. SES Differences

The status role indices show social class to be a significant variable affecting the aggressors ratings for the indices of parents-scolding-children and children-scolding-children. The picture analysis indicates that only two pictures show significant sex affects for aggressors ratings. Both of these are hitting pictures, i.e., mother-hits-son, mother-hits-daughter. For both of these pictures middle class children judged the mother to be more wrong than lower class children.

All eight peer-to-peer pictures (including boy hitting either boy or girl, girl scolding either girl or boy, etc.) showed no significant SES differences for indices within and cross sex aggression, either physical or verbal.

The picture of father-scolding-con and father-scolding-daughter revealed that lower class children judged the father to be significantly more wrong than did the higher class children.

Three other pictures also showed significant SES differences on the aggressors ratings. The lower class children judged the girl-scolding-father, girl-scolding-teacher and teacher-scolding-girl more severely than their middle class peers.

The status-role indices showed significant SES time Age interaction. For the aggressors ratings of 1) parents-hit-children, 2) children-scold-parents, 3) children-scold-teacher. The analysis of the individual pictures revealed that the lower class children in the fourth and eighth grades judged father-hits-son to be significantly more wrong than did the higher class children, whereas in the sixth grade a contrary effect appeared. Lower class children rated mother-hits-son more leniently than did their higher class peers for all grades.

Another significant SES times Age interaction was observed for the picture boy-hits-boy. The lower class children in the fourth and eighth grades judged the aggressor to be more wrong than their middle class peers, whereas the contrary affect appears for the sixth grade children.

No significant interaction appears for the pictures of either fathers or mothers scolding children. Significant interaction occurs for the boy-scolds-father picture. In the fourth grade the lower class children judged the boy to be less wrong than did their higher class peers, but in the sixth and eighth grades the lower class children rated the boy aggressor to be more wrong than did the middle class children. A significant interaction also appears for the picture girl-scoids-girl. Lower class children in the fourth grade judge the girl's aggression to be less wrong than do the middle class children, but in the sixth and eighth grades the lower class subjects appear more severe in their judgements of wrongness.

Social class did not affect the victims ratings, of any of the status-role indices. However, the individual pictures showed significant social class differences for two of the victims of girl's aggression; mother and policeman. For these two indices middle class children judged the victims to be more wrong than lower class children.

Summary

The Japanese data confirms the hypotheses for the ranking of both the aggressors and victims ratings of the status indices with minor variations for the victims ratings. Age changes were observed for aggressors and victims ratings of all three status indices. While these age changes are not necessarily in the same direction for both the aggressors and victims ratings, major changes for both kinds of ratings occur between the sixth and eighth grades. Sex differences affect only the victims ratings of the status indices; boys tend to be more severe in their judgements of victims than do girls. Across all grades higher SES children judge aggressors to be more wrong than do lower SES children, however, the SES difference is significant only for the aggressors ratings of the child-attacks-child index. In all, age is clearly the most important sampling variable affecting judgements of the status indices.

The differences between the mean ratings of the three adult roles are small, suggesting that adult status in general is more important than specific adult roles in determining the judgements of Japanese children. The differences among adult authority figures seem to vary along the dimension of closeness of the adult to the child's daily living. The rank order of the wrongness of children scolding adults holding different authority roles is reciprocal to the rank order of the wrongness of these authority figures when scolding children. Age plays an important role in influencing the judgements of wrongness of various adult authorities for both aggressor and victims ratings. In general, as the children grew older, their judgements of the wrongness of adult authorities scolding children increased while their judgements of the wrongness of children scolding adults decreased. Compared with the children of other countries, Japanese children rated children scolding adults far less wrong in all grades. For the victims ratings adults being scolded by children are judged to be increasingly wrong as children grow older, while children being scolded by adults are judged to be increasingly less wrong as the children grew older. The age differences, then, show a convergence with increasing age in judgements of the roles of adults versus children.

Analysis of the aggressors ratings showed no significant sex differences for the status role indices. Boys were significantly more critical than girls in rating the wrongness of child victims being scolded by parents, teachers, policemen, or other children, but were not more severe than girls in their judgement of the wrongness of adults being scolded by children. Lower class children are significantly more severe than their higher class peers in judging the wrongness of children scolding other children, parents, or teachers and the wrongness of parents scolding children. There are no significant SES differences for the victims ratings.

The hypothesis that hitting would be more wrong than scolding was confirmed. The hypothesis that victims of physical aggression would be judged to be more wrong than the victims of verbal aggression was not confirmed. Victims of physical aggression were, in fact, judged to be less wrong than the victims of verbal aggression for both the parent to child and child to child indices. These results, consistent with those of other countries, are particularly striking for the Japanese data.

In children's judgements of the action indices are significant for two out of four of the aggressor ratings and two out of the victims ratings. The significant differences for the aggressor ratings occur for the two child-to-child indices. The significant differences for the victims ratings occur for the child-hits-child and the parent-scolds-child indices. There were no significant sex differences in children's judgements of the wrongness of the actions of aggressors for the action indices. On the victims ratings boys judge children being scolded either by parent or other children more severely than do girls. The only two significant social class differences were found in the aggressor ratings of the action indices. Lower class children are more severe in their judgements of both parents or children scolding children.

In ratings of the sex indices, Japanese children show the identification with figures of their sex, observed in the data of other countries; this effect of same-sex identification is particularly evident in the victims ratings. Differences between the sexes are significant only for their ratings of indices where males are the aggressors, indicating greater agreements between boys and girls in their judgements of aggression by females than in their judgements of aggression by males. Again, this trend is consistent with the results observed in other countries.

Slight curvilinear age changes occur for some of the sex indices, but the only significant age difference occurs for the victims ratings of the female-attacks-male index. No significant SES differences appear for any ratings of the sex indices. Clearly, whereas age is the most important sampling variable affecting judgements of status, sex is the most important sampling variable affecting judgements of sex differences in wrongness of aggressive interactions.

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JAPAN

TABLE: PROBLEM TWELVE

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY STATUS SCORES. ANOVA PROBLEM 12, VARIABLES 1-3. AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

	ADULT ATTACKING CHILD 511,515,519,521,525,527, 529,533,537,539,545,553			CHILD ATTACKING ADULT 517,541,543,549,551, 557,559,563			CHILD ATTAKCING CHILD 513,523,531,535,547, 555,561,565		
GROUP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	212.	2.11	0.71	212.	4.50	1.58	212.	3.95	1.00
SES 1	103.	2.19	0.77	103.	4.39	1.66	103.	3.96	1.03
SES 2	109.	2.03	0.66	109.	4.61	1.50	109.	3.93	0.98
GIRLS	108.	2.13	0.70	108.	4.69	1.54	108.	4.11	0.99
BOYS	104.	2.09	0.72	104.	4.30	1.63	104.	3.78	1.02
GRADE 6, TOTAL	214.	2.50	0.77	214.	4.47	1.58	214.	3.98	0.87
SES 1	110.	2.37	0.72	110.	4.69	1.52	110.	4.04	0.94
SES 2	104.	2.63	0.83	104.	4.26	1.65	104.	3.91	0.79
GIRLS	110.	2.55	0.80	110.	4.60	1.48	110.	4.03	0.96
BOYS	104.	2.46	0.74	104.	4.34	1.69	104.	3.92	0.77
GRADE 8, TOTAL	205.	2.59	0.82	205.	3.59	1.36	205.	3.52	0.86
SES 1	99.	2.72	0.85	99.	3.99	1.47	99.	3.74	0.82
SES 2	106.	2.46	0.80	106.	3.20	1.26	106.	3.30	0.89
GIRLS	98.	2.54	0.70	98.	3.56	1.32	98.	3.54	0.83
BOYS	107.	2.64	0.95	107.	3.63	1.41	107.	3.51	0.88
TOTAL SES 1	312.	2.43	0.78	312.	4.35	1.55	312.	3.92	0.93
TOTAL SES 2	319.	2.37	0.76	319.	4.02	1.47	319.	3.71	0.89
TOTAL GIRLS	316.	2.40	0.74	316.	4.28	1.44	316.	3.89	0.93
TOTAL BOYS	315.	2.40	0.80	315.	4.09	1.58	315.	3.74	0.89
SIGNIFICANT EFFECTS		GRADE			GRADE			GRADE SES	

TABLE: PROBLEM SIXTEEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY STATUS SCORES. ANOVA PROBLEM 16, VARIABLES 1-3. VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

	ADULT ATTACKING CHILD 512,526,520,522,526,528, 530,534,538,540,546,554			CHILD ATTACKING ADULT 518,542,544,550, 552,558,560,564			CHILD ATTAKCING CHILD 514,524,532,536, 548,556,562,566		
GROUP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	212.	4.36	0.95	212.	2.76	1.28	212.	3.13	0.85
SES 1	103.	4.32	0.99	103.	2.78	1.44	103.	3.00	0.90
SES 2	109.	4.40	0.91	109.	2.74	1.13	109.	3.26	0.80
GIRLS	108.	4.25	0.90	108.	2.65	1.16	108.	2.92	0.77
BOYS	104.	4.47	1.00	104.	2.87	1.40	104.	3.34	0.93
GRADE 6, TOTAL	214.	4.34	0.95	214.	3.17	1.19	214.	3.43	0.90
SES 1	110.	4.44	0.88	110.	2.96	1.17	110.	3.50	0.93
SES 2	104.	4.25	1.02	104.	3.37	1.21	104.	3.35	0.88
GIRLS	110.	4.16	0.93	110.	3.08	1.10	110.	3.34	0.90
BOYS	104.	4.53	0.97	104.	3.26	1.27	104.	3.51	0.91
GRADE 8, TOTAL	205.	4.00	0.86	205.	3.53	1.17	205.	3.50	0.86
SES 1	99.	3.87	0.79	99.	3.35	1.11	99.	3.35	0.83
SES 2	106.	4.13	0.94	106.	3.71	1.22	106.	3.65	0.88
GIRLS	98.	3.85	0.75	98.	3.37	0.99	98.	3.38	0.75
BOYS	107.	4.14	0.98	107.	3.69	1.35	107.	3.61	0.96
TOTAL SES 1	312.	4.21	0.89	312.	3.03	1.24	312.	3.28	0.89
TOTAL SES 2	319.	4.26	0.96	319.	3.27	1.19	319.	3.42	0.85
TOTAL GIRLS	316.	4.09	0.86	316.	3.03	1.08	316.	3.22	0.81
TOTAL BOYS	315.	4.38	0.98	315.	3.27	1.34	315.	3.49	0.93
SIGNIFICANT EFFECTS		GRADE SEX			GRADE			GRADE SEX	

MEAN PEER AGGRESSION RATINGS FOR STATUS INDICES

Figure P 12 - SEX

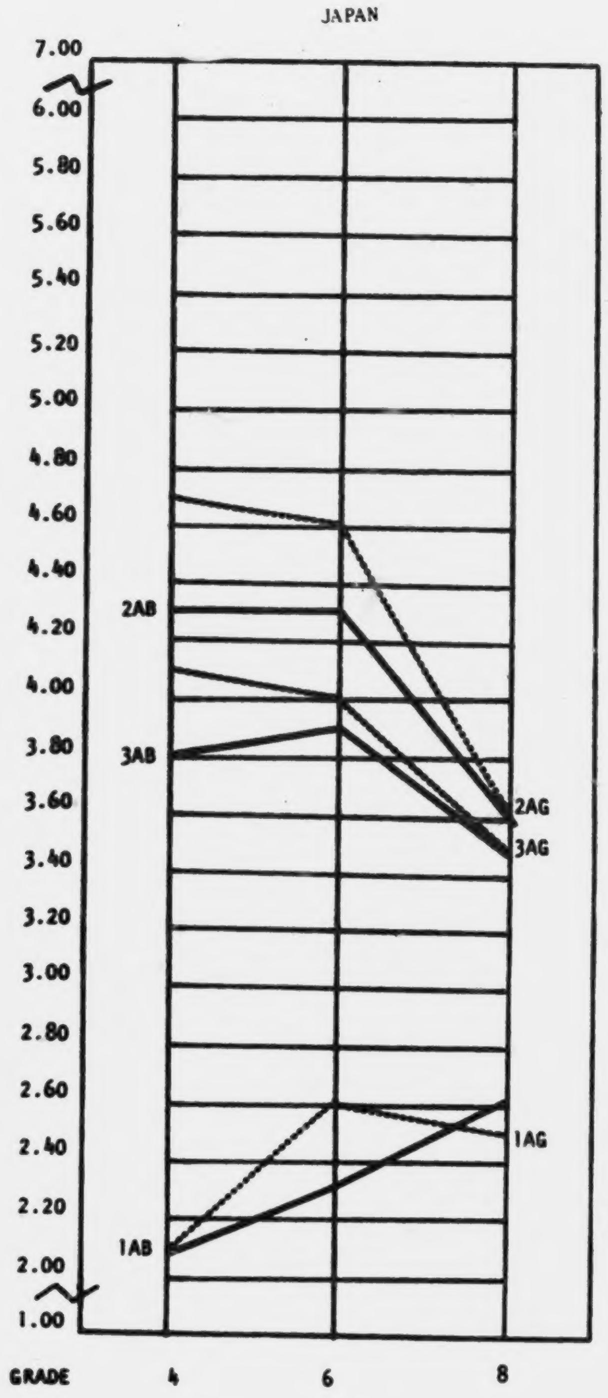
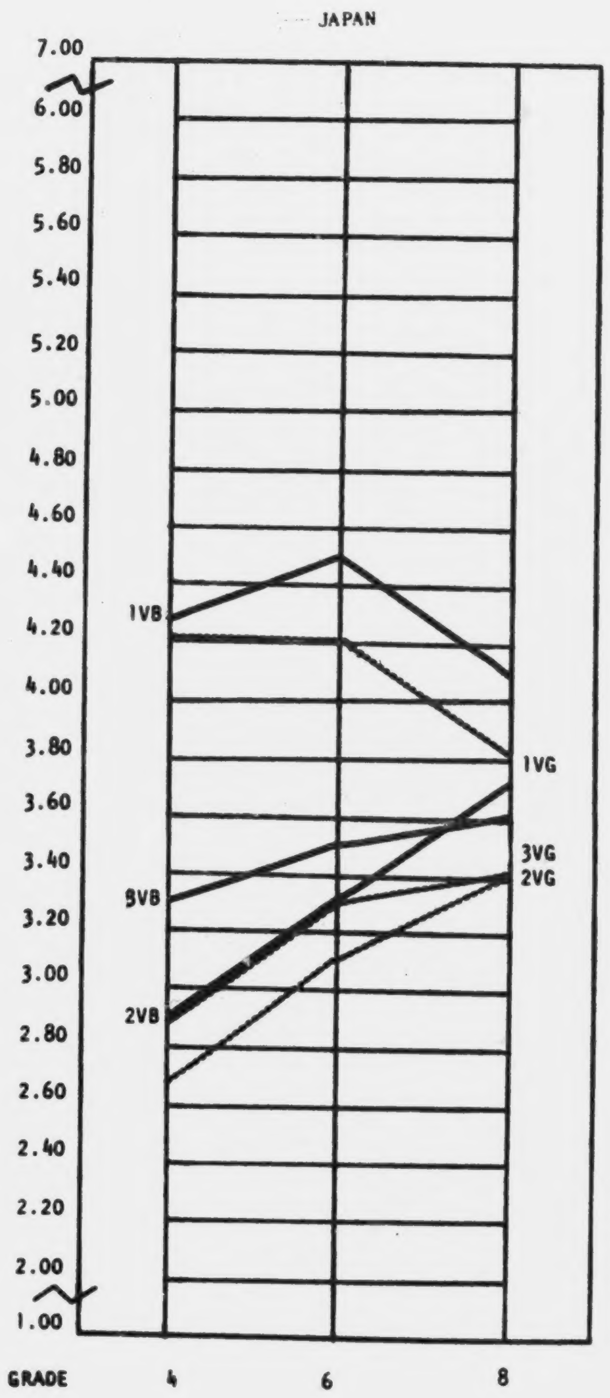


Figure P 16 - SEX



1 = ADULTS ATTACK CHILDREN
2 = CHILDREN ATTACK ADULTS
3 = CHILDREN ATTACK CHILDREN
A = AGGRESSORS' RATINGS
V = VICTIMS' RATINGS
B = BOYS' RATINGS
G = GIRLS' RATINGS

MEAN PEER AGGRESSION RATINGS FOR STATUS INDICES

Figure P 12 - SES

JAPAN

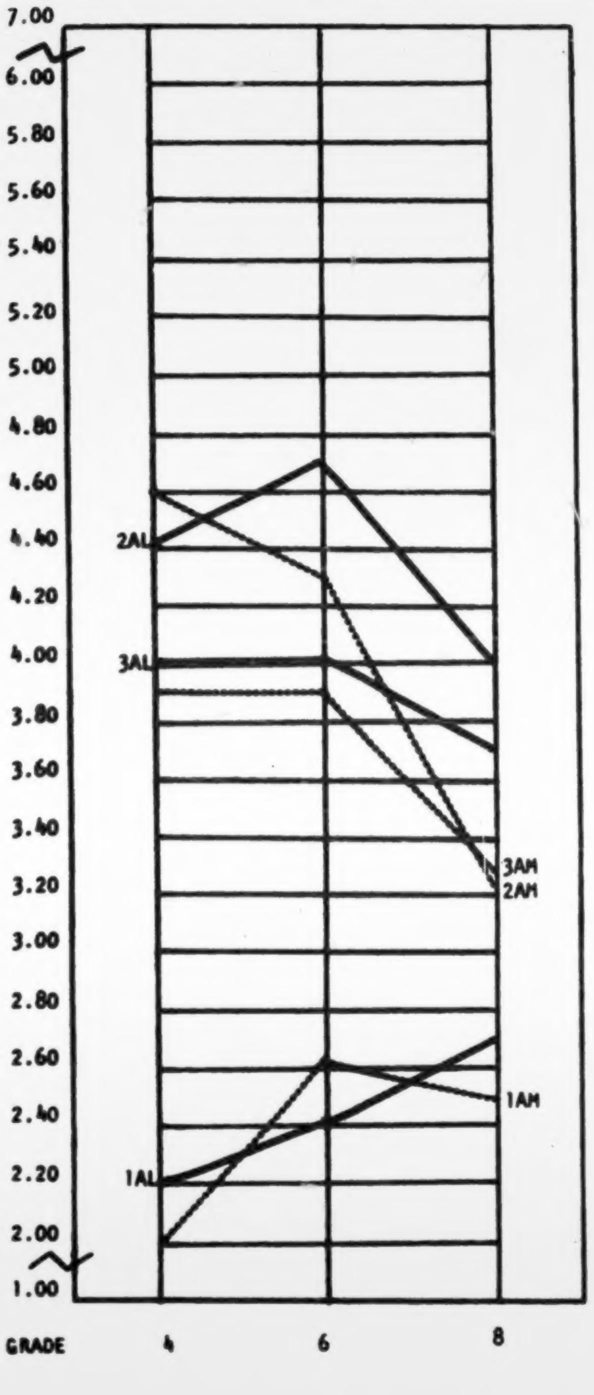
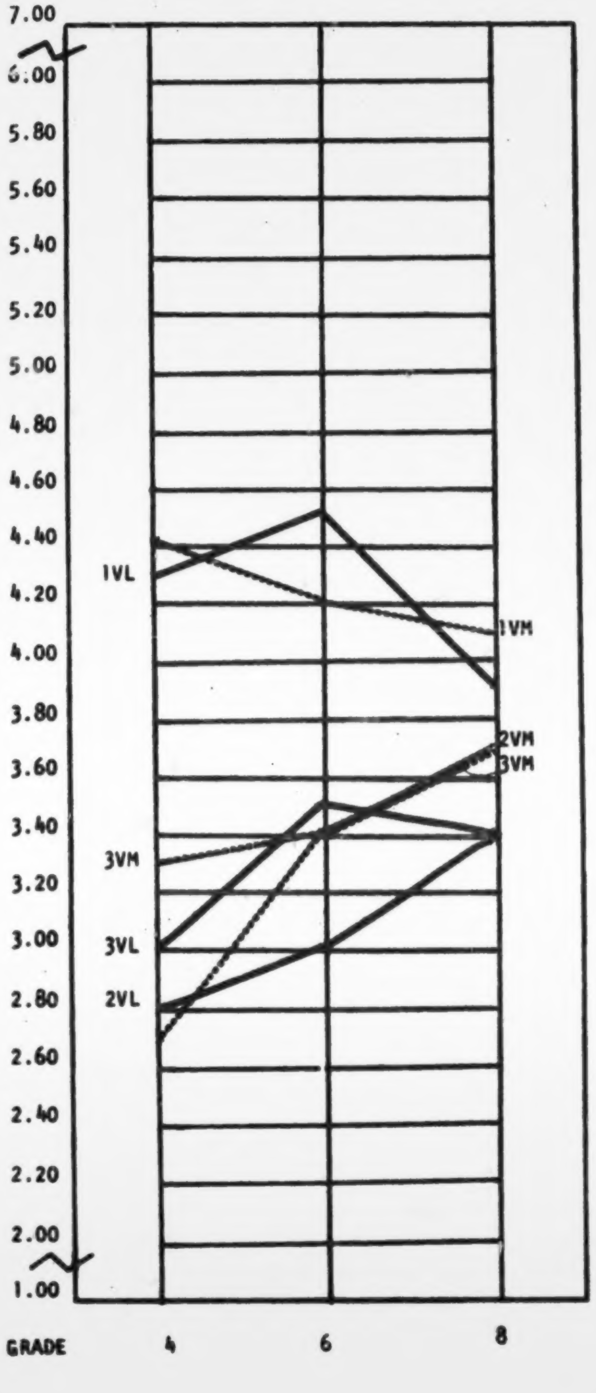


Figure P 16 - SES

JAPAN



1 = ADULTS ATTACK CHILDREN
2 = CHILDREN ATTACK ADULTS
3 = CHILDREN ATTACK CHILDREN
A = AGGRESSORS' RATINGS
V = VICTIMS' RATINGS
L = LOW SES
M = MIDDLE SES

TABLE: PROBLEM TEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY SLT SCORES. ANOVA PROBLEM 10, VARIABLES 1-4. AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	PARENTS HIT CHILDREN 521,529,539,553			CHILDREN HIT CHILDREN 513,535,547,561			PARENTS SCOLD CHILDREN 511,525,533,545			CHILDREN SCOLD CHILDREN 523,531,555,565		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	212.	3.29	1.28	212.	4.77	1.14	212.	1.66	0.77	212.	3.11	1.33
SES 1	103.	3.31	1.42	103.	4.83	1.27	103.	1.79	0.82	103.	3.07	1.37
SES 2	109.	3.27	1.13	109.	4.70	1.02	109.	1.53	0.71	109.	3.14	1.28
GIRLS	108.	3.37	1.30	108.	4.97	1.03	108.	1.65	0.72	108.	3.23	1.36
BOYS	104.	3.21	1.26	104.	4.56	1.25	104.	1.67	0.82	104.	2.98	1.3[illegible]
GRADE 6, TOTAL	214.	4.19	1.41	214.	5.03	1.01	214.	1.75	0.83	214.	2.91	1.18
SES 1	110.	3.72	1.34	110.	4.88	1.04	110.	1.78	0.75	110.	3.19	1.19
SES 2	104.	4.66	1.49	104.	5.18	0.99	104.	1.72	0.91	104.	2.63	1.17
GIRLS	110.	4.31	1.35	110.	4.98	1.06	110.	1.75	0.88	110.	3.06	1.31
BOYS	104.	4.08	1.47	104.	5.08	0.96	104.	1.76	0.77	104.	2.76	1.04
GRADE 8, TOTAL	205.	4.24	1.35	205.	4.47	1.05	205.	1.87	0.95	205.	2.56	1.06
SES 1	99.	4.29	1.35	99.	4.67	1.01	99.	2.08	1.06	99.	2.79	1.04
SES 2	106.	4.19	1.36	106.	4.27	1.09	106.	1.67	0.85	106.	2.32	1.08
GIRLS	98.	4.19	1.31	98.	4.46	1.00	98.	1.79	0.76	98.	2.57	1.05
BOYS	107.	4.29	1.40	107.	4.47	1.10	107.	1.96	1.15	107.	2.53	1.12
TOTAL SES 1	312.	3.77	1.37	312.	4.79	1.11	312.	1.88	0.88	312.	3.01	1.20
TOTAL SES 2	319.	4.04	1.33	319.	4.72	1.03	319.	1.64	0.82	319.	2.70	1.18
TOTAL GIRLS	316.	3.96	1.32	316.	4.80	1.03	316.	1.73	0.79	316.	2.96	1.22
TOTAL BOYS	315.	3.86	1.38	315.	4.70	1.11	315.	1.80	0.91	315.	2.75	1.15
SIGNIFICANT EFFECTS					GRADE			SES			GRADE SES	

GROUP REPORTED	CHILDREN SCOLD PARENTS 517,541,549,556			TEACHERS SCOLD CHILDREN 515,527			CHILDREN SCOLD TEACHERS 543,557			POLICEMEN SCOLD CHILDREN 519,537		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	212.	4.27	1.58	212.	1.44	0.74	212.	4.64	1.76	212.	1.3[illegible]	0.61
SES 1	103.	4.21	1.71	103.	1.50	0.75	103.	4.45	1.86	103.	1.4[illegible]	0.71
SES 2	109.	4.34	1.45	109.	1.37	0.73	109.	4.83	1.66	109.	1.19	0.49
GIRLS	108.	4.43	1.56	108.	1.45	0.68	108.	4.84	1.67	108.	1.27	0.59
BOYS	104.	4.12	1.60	104.	1.42	0.80	104.	4.44	1.85	104.	1.32	0.62
GRADE 6, TOTAL	214.	4.41	1.53	214.	1.65	0.90	214.	4.54	1.78	214.	1.42	0.69
SES 1	110.	4.64	1.50	110.	1.75	0.88	110.	4.73	1.74	110.	1.43	0.64
SES 2	104.	4.18	1.56	104.	1.56	0.93	104.	4.36	1.83	104.	1.41	0.75
GIRLS	110.	4.54	1.41	110.	1.68	0.98	110.	4.69	1.66	110.	1.45	0.79
BOYS	104.	4.28	1.65	104.	1.63	0.82	104.	4.40	1.91	104.	1.39	0.65
GRADE 8, TOTAL	205.	3.58	1.38	205.	1.70	0.97	205.	3.59	1.57	205.	1.58	0.94
SES 1	99.	3.99	1.49	99.	1.85	1.01	99.	4.02	1.67	99.	1.75	0.93
SES 2	106.	3.18	1.28	106.	1.56	0.92	106.	3.16	1.46	106.	1.46	0.95
GIRLS	98.	3.49	1.35	98.	1.65	0.84	98.	3.66	1.49	98.	1.57	0.83
BOYS	107.	3.68	1.42	107.	1.76	1.09	107.	3.52	1.64	107.	1.58	1.04
TOTAL SES 1	312.	4.28	1.56	312.	1.70	0.88	312.	4.40	1.76	312.	1.51	0.77
TOTAL SES 2	319.	3.90	1.43	319.	1.50	0.86	319.	4.12	1.65	319.	1.35	0.73
TOTAL GIRLS	316.	4.15	1.44	316.	1.59	0.84	316.	4.40	1.61	316.	1.43	0.74
TOTAL BOYS	315.	4.02	1.56	315.	1.60	0.90	315.	4.12	1.80	315.	1.43	0.76
SIGNIFICANT EFFECTS		GRADE SES			GRADE SES						GRADE	

GROUP REPORTED	CHILDREN SCOLD POLICEMEN 551,563		
	N	MEAN	S.D.
GRADE 4, TOTAL	212.	4.80	1.73
SES 1	103.	4.68	1.77
SES 2	109.	4.92	1.68
GIRLS	108.	5.07	1.61
BOYS	104.	4.52	1.84
GRADE 6, TOTAL	214.	4.53	1.85
SES 1	110.	4.74	1.77
SES 2	104.	4.32	1.93
GIRLS	110.	4.64	1.72
BOYS	104.	4.42	1.99
GRADE 8, TOTAL	205.	3.64	1.54
SES 1	99.	3.96	1.64
SES 2	106.	3.31	1.43
GIRLS	98.	3.60	1.41
BOYS	107.	3.67	1.67
TOTAL SES 1	312.	4.46	1.73
TOTAL SES 2	319.	4.18	1.68
TOTAL GIRLS	316.	4.44	1.58
TOTAL BOYS	315.	4.20	1.83
SIGNIFICANT EFFECTS		GRADE	

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TABLE: PROBLEM FOURTEEN
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY SET SCORES. ANOVA PROBLEM 14, VARIABLES 1-4. VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	PARENTS HIT CHILDREN 522,530,540,554			CHILDREN HIT CHILDREN 514,536,546,562			PARENTS SCOLD CHILDREN 512,526,534,546			CHILDREN SCOLD CHILDREN 524,532,556,566		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	212.	4.12	1.17	212.	2.72	1.10	212.	4.36	0.97	212.	3.53	0.94
SES 1	103.	3.96	1.16	103.	2.51	1.14	103.	4.40	1.09	103.	3.49	1.09
SES 2	109.	4.28	1.18	109.	2.93	1.07	109.	4.33	0.86	109.	3.57	0.81
GIRLS	108.	3.93	1.11	108.	2.49	0.98	108.	4.29	0.88	108.	3.34	0.87
BOYS	104.	4.31	1.23	104.	2.95	1.23	104.	4.43	1.07	104.	3.72	1.03
GRADE 6, TOTAL	214.	4.11	1.11	214.	3.15	1.05	214.	4.33	1.01	214.	3.68	1.05
SES 1	110.	4.19	1.05	110.	3.21	1.10	110.	4.44	0.93	110.	3.77	1.06
SES 2	104.	4.02	1.17	104.	3.09	1.01	104.	4.23	1.08	104.	3.59	1.04
GIRLS	110.	3.98	1.06	110.	3.15	1.05	110.	4.15	1.02	110.	3.51	1.04
BOYS	104.	4.24	1.16	104.	3.15	1.06	104.	4.51	0.99	104.	3.84	1.06
GRADE 8, TOTAL	205.	3.93	1.13	205.	3.39	1.04	205.	3.90	0.91	205.	3.57	0.94
SES 1	99.	3.68	0.97	99.	3.25	1.00	99.	3.82	0.86	99.	3.42	0.87
SES 2	106.	4.18	1.29	106.	3.54	1.08	106.	3.98	0.96	106.	3.73	1.03
GIRLS	98.	3.91	0.99	98.	3.35	0.97	98.	3.70	0.75	98.	3.39	0.75
BOYS	107.	3.95	1.27	107.	3.44	1.11	107.	4.10	1.08	107.	3.75	1.13
TOTAL SES 1	312.	3.94	1.06	312.	2.99	1.08	312.	4.22	0.96	312.	3.56	1.01
TOTAL SES 2	319.	4.16	1.21	319.	3.18	1.06	319.	4.18	0.97	319.	3.63	0.95
TOTAL GIRLS	316.	3.94	1.06	316.	3.00	1.00	316.	4.05	0.88	316.	3.42	0.89
TOTAL BOYS	315.	4.17	1.22	315.	3.18	1.13	315.	4.35	1.05	315.	3.77	1.07
SIGNIFICANT EFFECTS					GRADE			GRADE SEX			SEX	

GROUP REPORTED	CHILDREN SCOLD PARENTS 518,542,550,560			TEACHERS SCOLD CHILDREN 516,528			CHILDREN SCOLD TEACHERS 544,558			POLICEMEN SCOLD CHILDREN 52[illegible],538		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	212.	2.79	1.25	212.	4.38	1.15	212.	2.79	1.54	212.	4.79	1.19
SES 1	103.	2.77	1.43	103.	4.44	1.21	103.	2.86	1.73	103.	4.76	1.29
SES 2	109.	2.80	1.06	109.	4.33	1.09	109.	2.72	1.34	109.	4.82	1.10
GIRLS	108.	2.68	1.15	108.	4.36	1.12	108.	2.75	1.46	108.	4.72	1.15
BOYS	104.	2.89	1.34	104.	4.41	1.19	104.	2.84	1.61	104.	4.87	1.24
GRADE 6, TOTAL	214.	3.17	1.12	214.	4.41	1.21	214.	3.27	1.42	214.	4.72	1.18
SES 1	110.	3.00	1.11	110.	4.44	1.15	110.	3.02	1.33	110.	4.84	1.07
SES 2	104.	3.34	1.13	104.	4.38	1.26	104.	3.52	1.50	104.	4.60	1.28
GIRLS	110.	3.05	1.06	110.	4.17	1.19	110.	3.24	1.31	110.	4.49	1.16
BOYS	104.	3.29	1.18	104.	4.65	1.22	104.	3.30	1.53	104.	4.95	1.19
GRADE 8, TOTAL	205.	3.49	1.14	205.	4.06	1.10	205.	3.71	1.45	205.	4.24	1.13
SES 1	99.	3.33	1.14	99.	3.96	1.13	99.	3.53	1.40	99.	4.22	1.08
SES 2	106.	3.65	1.13	106.	4.16	1.06	106.	3.88	1.49	106.	4.27	1.18
GIRLS	98.	3.34	0.99	98.	3.84	0.94	98.	3.50	1.29	98.	4.31	1.01
BOYS	107.	3.64	1.28	107.	4.27	1.26	107.	3.91	1.60	107.	4.48	1.26
TOTAL SES 1	312.	3.04	1.23	312.	4.28	1.17	312.	3.14	1.49	312.	4.61	1.15
TOTAL SES 2	319.	3.26	1.11	319.	4.29	1.14	319.	3.38	1.45	319.	4.56	1.19
TOTAL GIRLS	316.	3.02	1.07	316.	4.12	1.08	316.	3.17	1.35	316.	4.40	1.11
TOTAL BOYS	315.	3.27	1.27	315.	4.44	1.22	315.	3.35	1.58	315.	4.77	1.23
SIGNIFICANT EFFECTS		GRADE SEX			GRADE SEX			GRADE			GRADE SEX	

GROUP REPORTED	CHILDREN SCOLD POLICEMEN 552,564		
	N	MEAN	S.D.
GRADE 4, TOTAL	212.	2.67	1.50
SES 1	103.	2.71	1.62
SES 2	109.	2.63	1.38
GIRLS	108.	2.48	1.33
BOYS	104.	2.86	1.67
GRADE 6, TOTAL	214.	3.05	1.45
SES 1	110.	2.83	1.47
SES 2	104.	3.27	1.43
GIRLS	110.	2.93	1.29
BOYS	104.	3.16	1.62
GRADE 8, TOTAL	205.	3.44	1.45
SES 1	99.	3.19	1.32
SES 2	106.	3.70	1.58
GIRLS	98.	3.31	1.21
BOYS	107.	3.58	1.69
TOTAL SES 1	312.	2.91	1.47
TOTAL SES 2	319.	3.20	1.46
TOTAL GIRLS	316.	2.91	1.28
TOTAL BOYS	315.	3.20	1.66
SIGNIFICANT EFFECTS		GRADE	

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TABLE: PROBLEM ELEVEN
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY SEX SCORES. ANOVA PROBLEM 11, VARIABLES 1-4. AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

	MALE ATTACKING MALE 511,519,531,535, 539,541,563			MALE ATTACKING FEMALE 517,523,529,533,537,561			FEMALE ATTACKING MALE 513,545,549,551,553,555			FEMALE ATTACKING FEMALE 521,525,547,559,565		
GROUP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	212.	3.17	0.86	212.	3.01	0.87	212.	3.87	1.11	212.	3.51	0.96
SES 1	103.	3.21	0.90	103.	3.01	0.93	103.	3.86	1.19	103.	3.54	0.97
SES 2	109.	3.13	0.81	109.	3.01	0.80	109.	3.89	1.02	109.	3.48	0.95
GIRLS	108.	3.31	0.82	108.	3.25	0.85	108.	3.88	1.05	108.	3.56	0.91
BOYS	104.	3.03	0.89	104.	2.77	0.88	104.	3.87	1.16	104.	3.45	1.02
GRADE 6, TOTAL	214.	3.32	0.80	214.	3.27	0.86	214.	4.00	1.03	214.	3.74	0.97
SES 1	110.	3.30	0.78	110.	3.29	0.87	110.	3.98	1.10	110.	3.77	0.92
SES 2	104.	3.34	0.82	104.	3.24	0.85	104.	4.01	0.96	104.	3.70	0.91
GIRLS	110.	3.44	0.84	110.	3.48	0.91	110.	3.89	0.96	110.	3.78	0.95
BOYS	104.	3.20	0.76	104.	3.05	0.82	104.	4.11	1.10	104.	3.70	0.88
GRADE 8, TOTAL	205.	3.00	0.86	205.	3.11	0.86	205.	3.51	1.13	205.	3.40	0.98
SES 1	99.	3.27	0.94	99.	3.34	0.87	99.	3.71	1.09	99.	3.58	0.86
SES 2	106.	2.72	0.79	106.	2.89	0.85	106.	3.32	1.18	106.	3.22	1.09
GIRLS	98.	3.02	0.85	98.	3.25	0.84	98.	3.31	0.94	98.	3.29	0.88
BOYS	107.	2.97	0.88	107.	2.98	0.87	107.	3.72	1.33	107.	3.52	1.08
TOTAL SES 1	312.	3.26	0.87	312.	3.21	0.89	312.	3.85	1.13	312.	3.63	0.97
TOTAL SES 2	319.	3.06	0.81	319.	3.05	0.83	319.	3.74	1.05	319.	3.47	0.98
TOTAL GIRLS	316.	3.25	0.84	316.	3.33	0.87	316.	3.69	0.98	316.	3.54	0.91
TOTAL BOYS	315.	3.07	0.84	315.	2.93	0.86	315.	3.90	1.20	315.	3.56	0.99
SIGNIFICANT EFFECTS		SEX			GRADE SEX			GRADE			GRADE	

TABLE: PROBLEM FIFTEEN
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY SEX SCORES. ANOVA PROBLEM 15, VARIABLES 1-4. VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

	MALE ATTACKING MALE 512,520,532,536, 540,542,564			MALE ATTACKING FEMALE 518,523,529,534,538,562			FEMALE ATTACKING MALE 514,546,550,552,554,556			FEMALE ATTACKING FEMALE 522,526,548,560,566		
GROUP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	212.	3.69	0.85	212.	3.72	0.94	212.	3.27	0.93	212.	3.54	0.92
SES 1	103.	3.62	0.91	103.	3.70	1.04	103.	3.18	1.01	103.	3.47	0.99
SES 2	109.	3.76	0.79	109.	3.75	0.85	109.	3.36	0.85	109.	3.60	0.85
GIRLS	108.	3.60	0.73	108.	3.39	0.80	108.	3.27	0.82	108.	3.32	0.80
BOYS	104.	3.77	0.97	104.	4.05	1.09	104.	3.27	1.04	104.	3.75	1.04
GRADE 6, TOTAL	214.	3.82	0.83	214.	3.85	0.97	214.	3.50	0.93	214.	3.78	0.95
SES 1	110.	3.86	0.79	110.	3.90	0.99	110.	3.49	0.97	110.	3.78	0.95
SES 2	104.	3.79	0.86	104.	3.79	0.96	104.	3.51	0.89	104.	3.78	0.95
GIRLS	110.	3.74	0.79	110.	3.53	0.89	110.	3.59	0.82	110.	3.55	0.85
BOYS	104.	3.91	0.87	104.	4.16	1.05	104.	3.41	1.04	104.	4.00	1.05
GRADE 8, TOTAL	205.	3.77	0.88	205.	3.67	0.92	205.	3.63	1.03	205.	3.75	0.89
SES 1	99.	3.67	0.81	99.	3.48	0.89	99.	3.50	1.00	99.	3.56	0.79
SES 2	106.	3.87	0.94	106.	3.87	0.94	106.	3.77	1.06	106.	3.95	0.99
GIRLS	98.	3.66	0.71	98.	3.43	0.75	98.	3.62	0.87	98.	3.61	0.74
BOYS	107.	3.89	1.04	107.	3.91	1.08	107.	3.65	1.18	107.	3.89	1.04
TOTAL SES 1	312.	3.72	0.84	312.	3.69	0.97	312.	3.39	0.99	312.	3.60	0.91
TOTAL SES 2	319.	3.80	0.87	319.	3.80	0.92	319.	3.55	0.93	319.	3.77	0.93
TOTAL GIRLS	316.	3.67	0.74	316.	3.45	0.82	316.	3.49	0.84	316.	3.49	0.79
TOTAL BOYS	315.	3.86	0.96	315.	4.04	1.07	315.	3.45	1.09	315.	3.88	1.04
SIGNIFICANT EFFECTS		SEX			SEX			GRADE			SEX	

MEAN PEER AGGRESSION RATINGS FOR SEX INDICES

Figure P 11 - SEX

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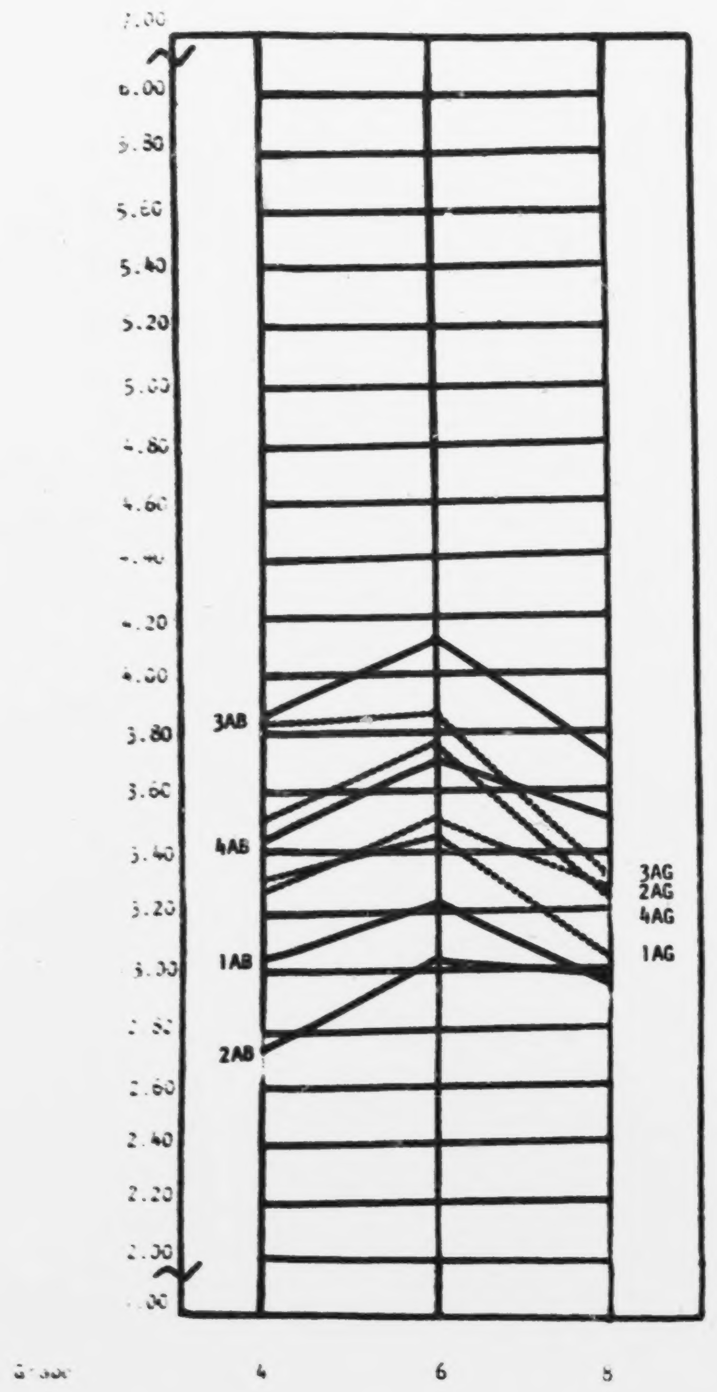
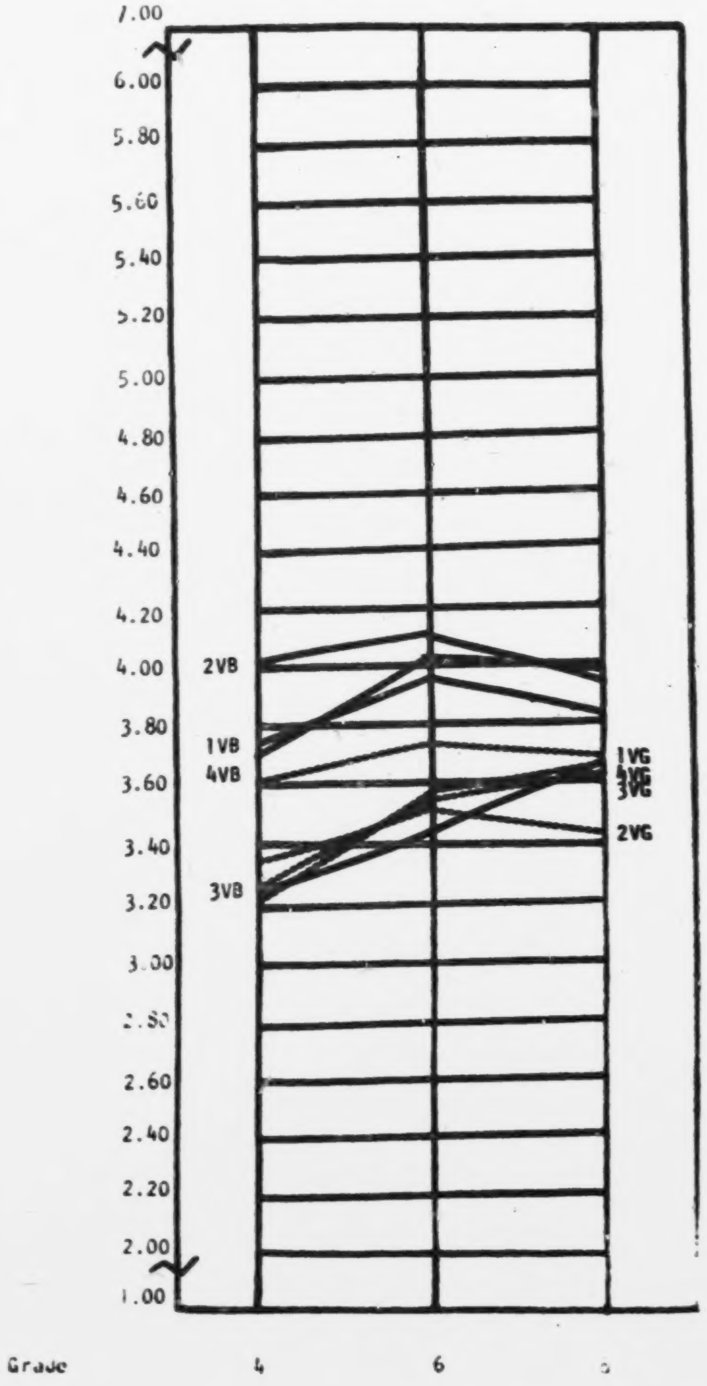


Figure P 15 - SEX

JAPAN



1 = MALES ATTACK MALES
2 = MALES ATTACK FEMALES
3 = FEMALES ATTACK MALES
4 = FEMALES ATTACK FEMALES
A = AGGRESSORS' RATINGS
V = VICTIMS' RATINGS
B = BOYS' RATINGS
G = GIRLS' RATINGS

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TABLE: PROBLEM NINE
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 9,
ITEM - HOW WRONG IS THE (AGGRESSOR).

AGGRESSOR RATING.

GROUP REPORTED	FATHER HITTING SON 539			FATHER HITTING DAUGHTER 529			MOTHER HITTING SON 553			MOTHER HITTING DAUGHTER 521		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	212.	3.38	1.58	212.	3.24	1.55	212.	3.65	1.67	212.	2.99	1.52
SES 1	103.	3.55	1.85	103.	3.28	1.77	103.	3.61	1.94	103.	2.88	1.62
SES 2	109.	3.20	1.31	109.	3.21	1.33	109.	3.68	1.41	109.	3.10	1.41
GIRLS	108.	3.41	1.65	108.	3.38	1.57	108.	3.68	1.60	108.	3.11	1.50
BOYS	104.	3.34	1.51	104.	3.11	1.53	104.	3.61	1.75	104.	2.87	1.54
GRADE 6, TOTAL	214.	4.29	1.61	214.	4.24	1.72	214.	4.42	1.68	214.	3.92	1.67
SES 1	110.	3.69	1.54	110.	3.94	1.71	110.	3.87	1.67	110.	3.50	1.64
SES 2	104.	4.90	1.67	104.	4.54	1.73	104.	4.96	1.68	104.	4.35	1.71
GIRLS	110.	4.41	1.52	110.	4.46	1.61	110.	4.45	1.56	110.	4.02	1.59
BOYS	104.	4.18	1.70	104.	4.02	1.83	104.	4.38	1.79	104.	3.83	1.76
GRADE 8, TOTAL	205.	4.19	1.66	205.	4.44	1.71	205.	4.34	1.61	205.	4.08	1.59
SES 1	99.	4.27	1.72	99.	4.69	1.72	99.	4.27	1.57	99.	4.04	1.53
SES 2	106.	4.12	1.60	106.	4.19	1.69	106.	4.41	1.65	106.	4.11	1.66
GIRLS	98.	4.15	1.59	98.	4.43	1.56	98.	4.30	1.50	98.	3.96	1.46
BOYS	107.	4.24	1.73	107.	4.45	1.86	107.	4.38	1.72	107.	4.20	1.73
TOTAL SES 1	312.	3.84	1.70	312.	3.97	1.73	312.	3.92	1.73	312.	3.47	1.59
TOTAL SES 2	319.	4.07	1.53	319.	3.98	1.59	319.	4.35	1.58	319.	3.85	1.60
TOTAL GIRLS	316.	3.99	1.58	316.	4.09	1.58	316.	4.14	1.55	316.	3.69	1.52
TOTAL BOYS	315.	3.92	1.65	315.	3.86	1.74	315.	4.12	1.75	315.	3.63	1.67
SIGNIFICANT EFFECTS					GRADE			GRADE SES			GRADE SES	

GROUP REPORTED	BOY HITTING BOY 535			BOY HITTING GIRL 561			GIRL HITTING BOY 513			GIRL HITTING GIRL 547		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	212.	4.62	1.58	212.	4.70	1.56	212.	4.88	1.35	212.	4.97	1.47
SES 1	103.	4.71	1.76	103.	4.53	1.70	103.	5.07	1.54	103.	5.13	1.61
SES 2	109.	4.53	1.40	109.	4.87	1.41	109.	4.70	1.16	109.	4.81	1.34
GIRLS	108.	4.70	1.57	108.	5.37	1.34	108.	4.92	1.26	108.	4.99	1.32
BOYS	104.	4.53	1.59	104.	4.02	1.78	104.	4.85	1.44	104.	4.95	1.63
GRADE 6, TOTAL	214.	4.96	1.51	214.	4.99	1.64	214.	4.96	1.44	214.	5.30	1.29
SES 1	110.	4.82	1.55	110.	4.98	1.53	110.	4.73	1.50	110.	5.09	1.44
SES 2	104.	5.10	1.46	104.	4.99	1.75	104.	5.20	1.38	104.	5.51	1.15
GIRLS	110.	4.89	1.53	110.	5.35	1.44	110.	4.52	1.50	110.	5.24	1.27
BOYS	104.	5.03	1.48	104.	4.62	1.84	104.	5.40	1.38	104.	5.36	1.32
GRADE 8, TOTAL	205.	4.35	1.54	205.	4.47	1.56	205.	4.37	1.62	205.	4.77	1.54
SES 1	99.	4.78	1.47	99.	4.53	1.52	99.	4.55	1.50	99.	4.90	1.50
SES 2	106.	3.92	1.61	106.	4.41	1.61	106.	4.19	1.74	106.	4.64	1.58
GIRLS	98.	4.33	1.35	98.	5.08	1.31	98.	3.86	1.45	98.	4.69	1.45
BOYS	107.	4.38	1.73	107.	3.86	1.81	107.	4.89	1.80	107.	4.85	1.63
TOTAL SES 1	312.	4.77	1.59	312.	4.68	1.59	312.	4.78	1.51	312.	5.04	1.52
TOTAL SES 2	319.	4.52	1.49	319.	4.75	1.59	319.	4.69	1.43	319.	4.99	1.36
TOTAL GIRLS	316.	4.64	1.48	316.	5.27	1.36	316.	4.43	1.40	316.	4.97	1.35
TOTAL BOYS	315.	4.65	1.60	315.	4.17	1.81	315.	5.05	1.54	315.	5.05	1.52
SIGNIFICANT EFFECTS					GRADE			SEX			GRADE	

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TABLE: PROBLEM NINE

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 9, AGGRESSOR RATING.

ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	FATHER SCOLDING SON 511			FATHER SCOLDING DAUGHTER 533			MOTHER SCOLDING SON 545			MOTHER SCOLDING DAUGHTER 525		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	212.	1.54	0.98	212.	1.70	1.05	212.	1.84	1.17	212.	1.63	1.05
SES 1	103.	1.81	1.32	103.	1.79	1.13	103.	1.86	1.16	103.	1.77	1.2[illegible]
SES 2	109.	1.28	0.65	109.	1.60	0.98	109.	1.81	1.08	109.	1.49	0.91
GIRLS	108.	1.48	0.85	108.	1.72	1.02	108.	1.87	1.18	108.	1.59	0.93
BOYS	104.	1.60	1.12	104.	1.67	1.08	104.	1.80	1.06	104.	1.67	1.18
GRADE 6, TOTAL	214.	1.54	0.79	214.	1.82	1.07	214.	1.90	1.20	214.	1.83	1.16
SES 1	110.	1.55	0.78	110.	1.91	1.06	110.	1.92	1.17	110.	1.83	1.05
SES 2	104.	1.53	0.80	104.	1.72	1.08	104.	1.88	1.23	104.	1.82	1.26
GIRLS	110.	1.58	0.80	110.	1.79	1.11	110.	1.84	1.19	110.	1.85	1.17
BOYS	104.	1.50	0.79	104.	1.84	1.03	104.	1.96	1.22	104.	1.80	1.14
GRADE 8, TOTAL	205.	1.82	1.13	205.	1.91	1.19	205.	1.99	1.39	205.	1.87	1.18
SES 1	99.	2.04	1.25	99.	2.24	1.41	99.	2.13	1.47	99.	1.99	1.19
SES 2	106.	1.59	1.06	106.	1.58	0.97	106.	1.85	1.32	106.	1.74	1.15
GIRLS	98.	1.79	1.05	98.	1.87	0.94	98.	1.86	1.14	98.	1.72	0.93
BOYS	107.	1.85	1.20	107.	1.94	1.44	107.	2.12	1.65	107.	2.01	1.42
TOTAL SES 1	312.	1.80	1.12	312.	1.98	1.20	312.	1.97	1.27	312.	1.86	1.15
TOTAL SES 2	319.	1.47	0.82	319.	1.63	1.01	319.	1.84	1.21	319.	1.68	1.11
TOTAL GIRLS	316.	1.62	0.90	316.	1.79	1.03	316.	1.86	1.17	316.	1.72	1.01
TOTAL BOYS	315.	1.65	1.04	315.	1.82	1.18	315.	1.96	1.31	315.	1.83	1.25
SIGNIFICANT EFFECTS		GRADE	SES		SES							

GROUP REPORTED	BOY SCOLDING BOY 531			BOY SCOLDING GIRL 523			GIRL SCOLDING BOY 555			GIRL SCOLDING GIRL 565		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	212.	2.62	1.52	212.	2.76	1.53	212.	3.59	1.87	212.	3.52	1.70
SES 1	103.	2.63	1.63	103.	2.76	1.65	103.	3.53	2.02	103.	3.43	1.82
SES 2	109.	2.62	1.42	109.	2.76	1.41	109.	3.66	1.72	109.	3.61	1.58
GIRLS	108.	2.82	1.57	108.	3.22	1.67	108.	3.33	1.68	108.	3.65	1.62
BOYS	104.	2.43	1.48	104.	2.31	1.39	104.	3.85	2.06	104.	3.40	1.77
GRADE 6, TOTAL	214.	2.38	1.33	214.	2.65	1.58	214.	3.48	1.89	214.	3.21	1.67
SES 1	110.	2.62	1.52	110.	2.80	1.54	110.	3.65	1.80	110.	3.76	1.75
SES 2	104.	2.15	1.14	104.	2.50	1.62	104.	3.32	1.99	104.	2.55	1.60
GIRLS	110.	2.67	1.52	110.	3.24	1.87	110.	3.12	1.75	110.	3.31	1.56
BOYS	104.	2.10	1.14	104.	2.07	1.29	104.	3.84	2.04	104.	3.11	1.78
GRADE 8, TOTAL	205.	2.15	1.20	205.	2.49	1.48	205.	2.92	1.67	205.	2.75	1.48
SES 1	99.	2.33	1.24	99.	2.72	1.47	99.	3.12	1.67	99.	3.11	1.45
SES 2	106.	1.97	1.17	106.	2.25	1.49	106.	2.73	1.66	106.	2.40	1.51
GIRLS	98.	2.26	1.11	98.	2.87	1.56	98.	2.53	1.28	98.	2.77	1.29
BOYS	107.	2.04	1.30	107.	2.10	1.40	107.	3.32	2.05	107.	2.74	1.66
TOTAL SES 1	312.	2.53	1.46	312.	2.76	1.55	312.	3.43	1.83	312.	3.43	1.67
TOTAL SES 2	319.	2.25	1.24	319.	2.51	1.51	319.	3.23	1.79	319.	2.89 *	1.56
TOTAL GIRLS	316.	2.58	1.40	316.	3.11	1.70	316.	3.00	1.57	316.	3.24	1.49
TOTAL BOYS	315.	2.19	1.30	315.	2.16	1.36	315.	3.67	2.05	315.	3.08	1.74
SIGNIFICANT EFFECTS		GRADE	SEX		SEX		GRADE		SEX			

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TABLE: PROBLEM NINE
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 9. AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	BOY SCOLDING FATHER 541 N	MEAN	S.D.	BOY SCOLDING MOTHER 517 N	MEAN	S.D.	GIRL SCOLDING FATHER 549 N	MEAN	S.D.	GIRL SCOLDING MOTHER 559 N	MEAN	S.D.
GRADE 4, TOTAL	212.	4.14	1.76	212.	4.30	1.87	212.	4.33	1.94	212.	4.43	1.78
SES 1	103.	4.07	1.94	103.	4.21	2.14	103.	4.16	2.11	103.	4.45	1.86
SES 2	109.	4.20	1.57	109.	4.39	1.61	109.	4.49	1.77	109.	4.40	1.70
GIRLS	108.	4.45	1.77	108.	4.49	1.82	108.	4.40	1.95	108.	4.48	1.72
BOYS	104.	3.83	1.74	104.	4.11	1.93	104.	4.26	1.92	104.	4.38	1.83
GRADE 6, TOTAL	214.	4.30	1.77	214.	4.43	1.89	214.	4.56	1.77	214.	4.44	1.78
SES 1	110.	4.50	1.74	110.	4.60	2.05	110.	4.86	1.73	110.	4.69	1.63
SES 2	104.	4.10	1.80	104.	4.27	1.73	104.	4.27	1.81	104.	4.18	1.93
GIRLS	110.	4.51	1.66	110.	4.60	1.73	110.	4.65	1.62	110.	4.49	1.61
BOYS	104.	4.09	1.88	104.	4.27	2.06	104.	4.48	1.92	104.	4.38	1.94
GRADE 8, TOTAL	205.	3.42	1.73	205.	3.74	1.70	205.	3.70	1.78	205.	3.55	1.56
SES 1	99.	4.00	1.86	99.	4.11	1.70	99.	4.07	1.91	99.	3.87	1.55
SES 2	106.	2.84	1.61	106.	3.36	1.70	106.	3.34	1.66	106.	3.24	1.57
GIRLS	98.	3.57	1.60	98.	3.55	1.57	98.	3.64	1.57	98.	3.33	1.46
BOYS	107.	3.28	1.87	107.	3.92	1.83	107.	3.77	2.00	107.	3.80	1.66
TOTAL SES 1	312.	4.19	1.85	312.	4.31	1.96	312.	4.37	1.91	312.	4.34	1.68
TOTAL SES 2	319.	3.71	1.66	319.	4.01	1.68	319.	4.03	1.75	319.	3.94	1.73
TOTAL GIRLS	316.	4.18	1.68	316.	4.21	1.70	316.	4.23	1.71	316.	4.09	1.63
TOTAL BOYS	315.	3.73	1.83	315.	4.10	1.94	315.	4.17	1.95	315.	4.19	1.81
SIGNIFICANT EFFECTS		SEX			GRADE			GRADE			GRADE SES	

GROUP REPORTED	TEACHER SCOLDING BOY 515 N	MEAN	S.D.	TEACHER SCOLDING GIRL 527 N	MEAN	S.D.	BOY SCOLDING TEACHER 557 N	MEAN	S.D.	GIRL SCOLDING TEACHER 543 N	MEAN	S.D.
GRADE 4, TOTAL	212.	1.40	0.81	212.	1.47	0.84	212.	4.70	1.83	212.	4.59	1.95
SES 1	103.	1.49	0.89	103.	1.51	0.81	103.	4.38	1.96	103.	4.52	2.14
SES 2	109.	1.32	0.72	109.	1.43	0.87	109.	5.01	1.69	109.	4.66	1.76
GIRLS	108.	1.39	0.73	108.	1.51	0.80	108.	5.03	1.72	108.	4.66	1.84
BOYS	104.	1.41	0.88	104.	1.43	0.88	104.	4.37	1.94	104.	4.52	2.07
GRADE 6, TOTAL	214.	1.64	1.03	214.	1.66	1.08	214.	4.48	1.89	214.	4.60	1.92
SES 1	110.	1.66	0.90	110.	1.83	1.15	110.	4.68	1.85	110.	4.78	1.90
SES 2	104.	1.62	1.15	104.	1.50	1.01	104.	4.29	1.92	104.	4.42	1.94
GIRLS	110.	1.66	0.98	110.	1.69	1.22	110.	4.69	1.76	110.	4.69	1.78
BOYS	104.	1.62	1.07	104.	1.54	0.94	104.	4.28	2.02	104.	4.51	2.05
GRADE 8, TOTAL	205.	1.66	1.03	205.	1.74	1.19	205.	3.42	1.67	205.	3.75	1.79
SES 1	99.	1.79	1.11	99.	1.90	1.29	99.	3.78	1.74	99.	4.25	1.86
SES 2	106.	1.54	0.94	106.	1.58	1.09	106.	3.06	1.60	106.	3.25	1.72
GIRLS	98.	1.60	0.90	98.	1.69	1.02	98.	3.60	1.56	98.	3.71	1.62
BOYS	107.	1.73	1.16	107.	1.78	1.35	107.	3.24	1.78	107.	3.79	1.96
TOTAL SES 1	312.	1.65	0.97	312.	1.75	1.08	312.	4.28	1.85	312.	4.52	1.97
TOTAL SES 2	319.	1.49	0.94	319.	1.50	0.99	319.	4.12	1.74	319.	4.11	1.81
TOTAL GIRLS	316.	1.55	0.87	316.	1.63	1.01	316.	4.44	1.68	316.	4.35	1.75
TOTAL BOYS	315.	1.59	1.04	315.	1.62	1.05	315.	3.96	1.91	315.	4.27	2.03
SIGNIFICANT EFFECTS		GRADE			SES		GRADE	SEX			GRACE	SES

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TABLE: PROBLEM NINE

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 9, AGGRESSOR RATING.

ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	POLICEMAN SCOLDING BOY 519			POLICEMAN SCOLDING GIRL 537			BOY SCOLDING POLICEMAN 563			GIRL SCOLDING POLICEMAN 551		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	212.	1.24	0.62	212.	1.35	0.81	212.	4.65	1.80	212.	4.94	1.90
SES 1	103.	1.31	0.73	103.	1.49	1.02	103.	4.41	1.90	103.	4.94	1.99
SES 2	109.	1.17	0.50	109.	1.21	0.60	109.	4.89	1.69	109.	4.94	1.81
GIRLS	108.	1.22	0.60	108.	1.31	0.73	108.	5.07	1.62	108.	5.07	1.78
BOYS	104.	1.26	0.63	104.	1.39	0.88	104.	4.23	1.97	104.	4.81	2.02
GRADE 6, TOTAL	214.	1.35	0.70	214.	1.48	0.96	214.	4.39	1.94	214.	4.66	1.96
SES 1	110.	1.33	0.63	110.	1.53	0.94	110.	4.60	1.86	110.	4.87	1.92
SES 2	104.	1.38	0.76	104.	1.44	0.98	104.	4.18	2.02	104.	4.45	2.01
GIRLS	110.	1.44	0.83	110.	1.46	0.97	110.	4.55	1.80	110.	4.72	1.80
BOYS	104.	1.27	0.56	104.	1.51	0.95	104.	4.24	2.08	104.	4.60	2.12
GRADE 8, TOTAL	205.	1.51	1.02	205.	1.64	1.11	205.	3.54	1.63	205.	3.74	1.87
SES 1	99.	1.63	1.14	99.	1.76	1.04	99.	3.84	1.67	99.	4.09	1.96
SES 2	106.	1.39	0.89	106.	1.53	1.17	106.	3.24	1.60	106.	3.38	1.77
GIRLS	98.	1.49	0.92	98.	1.65	0.96	98.	3.56	1.44	98.	3.65	1.67
BOYS	107.	1.53	1.11	107.	1.63	1.25	107.	3.51	1.83	107.	3.83	2.06
TOTAL SES 1	312.	1.42	0.84	312.	1.59	1.00	312.	4.28	1.81	312.	4.63	1.96
TOTAL SES 2	319.	1.32	0.72	319.	1.39	0.92	319.	4.10	1.77	319.	4.26	1.86
TOTAL GIRLS	316.	1.38	0.79	316.	1.47	0.89	316.	4.39	1.62	316.	4.48	1.75
TOTAL BOYS	315.	1.36	0.77	315.	1.51	1.03	315.	3.99	1.96	315.	4.41	2.07
SIGNIFICANT EFFECTS		GRADE			GRADE			GRADE SEX			GRADE	

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TABLE: PROBLEM THIRTEEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 13.

VICTIM RATING.

ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	FATHER HITTING SON 540			FATHER HITTING DAUGHTER 530			MOTHER HITTING SON 554			MOTHER HITTING DAUGHTER 522		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	212.	4.19	1.48	212.	4.24	1.49	212.	3.94	1.43	212.	4.23	1.5[illegible]
SES 1	103.	3.92	1.63	103.	4.08	1.58	103.	3.70	1.53	103.	4.24	1.58
SES 2	109.	4.45	1.33	109.	4.40	1.41	109.	4.18	1.34	109.	4.22	1.41
GIRLS	108.	4.22	1.40	108.	3.85	1.42	108.	3.78	1.33	108.	3.99	1.51
BOYS	104.	4.15	1.57	104.	4.63	1.57	104.	4.10	1.53	104.	4.46	1.49
GRADE 6, TOTAL	214.	4.01	1.49	214.	4.29	1.45	214.	3.96	1.44	214.	4.25	1.3[illegible]
SES 1	110.	4.11	1.46	110.	4.41	1.42	110.	4.16	1.36	110.	4.19	1.25
SES 2	104.	3.92	1.52	104.	4.18	1.49	104.	3.76	1.51	104.	4.31	1.35
GIRLS	110.	3.93	1.39	110.	4.02	1.34	110.	3.99	1.36	110.	4.05	1.23
BOYS	104.	4.10	1.59	104.	4.56	1.57	104.	3.94	1.52	104.	4.45	1.37
GRADE 8, TOTAL	205.	4.01	1.43	205.	3.90	1.47	205.	4.01	1.49	205.	3.90	1.37
SES 1	99.	3.89	1.24	99.	3.54	1.29	99.	3.80	1.35	99.	3.61	1.26
SES 2	106.	4.14	1.62	106.	4.26	1.64	106.	4.22	1.63	106.	4.19	1.47
GIRLS	98.	3.98	1.25	98.	3.88	1.22	98.	3.95	1.29	98.	3.93	1.26
BOYS	107.	4.05	1.62	107.	3.92	1.71	107.	4.07	1.69	107.	3.86	1.48
TOTAL SES 1	312.	3.97	1.44	312.	4.01	1.43	312.	3.89	1.41	312.	4.01	1.36
TOTAL SES 2	319.	4.17	1.49	319.	4.28	1.51	319.	4.05	1.49	319.	4.24	1.42
TOTAL GIRLS	316.	4.04	1.35	316.	3.92	1.33	316.	3.91	1.33	316.	3.99	1.33
TOTAL BOYS	315.	4.10	1.59	315.	4.37	1.61	315.	4.04	1.58	315.	4.26	1.45
SIGNIFICANT EFFECTS					SEX							

GROUP REPORTED	BOY HITTING BOY 536			BOY HITTING GIRL 567			GIRL HITTING BOY 514			GIRL HITTING GIRL 546		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	212.	2.81	1.47	212.	2.94	1.45	212.	2.33	1.28	212.	2.89	1.58
SES 1	103.	2.56	1.57	103.	2.80	1.59	103.	2.08	1.29	103.	2.67	1.74
SES 2	109.	3.05	1.38	109.	3.09	1.31	109.	2.58	1.27	109.	3.11	1.42
GIRLS	108.	2.76	1.52	108.	2.26	1.12	108.	2.42	1.29	108.	2.62	1.41
BOYS	104.	2.85	1.43	104.	3.63	1.78	104.	2.23	1.28	104.	3.16	1.74
GRADE 6, TOTAL	214.	3.27	1.53	214.	3.29	1.50	214.	2.70	1.34	214.	3.45	1.51
SES 1	110.	3.38	1.65	110.	3.33	1.57	110.	2.75	1.37	110.	3.50	1.6
SES 2	104.	3.16	1.42	104.	3.24	1.43	104.	2.65	1.30	104.	3.39	1.42
GIRLS	110.	3.38	1.51	110.	2.99	1.30	110.	3.03	1.42	110.	3.30	1.39
BOYS	104.	3.16	1.55	104.	3.58	1.70	104.	2.37	1.26	104.	3.60	1.63
GRADE 8, TOTAL	205.	3.47	1.49	205.	3.43	1.45	205.	3.07	1.48	205.	3.71	1.53
SES 1	99.	3.31	1.38	99.	3.25	1.32	99.	3.00	1.47	99.	3.54	1.44
SES 2	106.	3.62	1.61	106.	3.62	1.58	106.	3.15	1.49	106.	3.88	1.61
GIRLS	98.	3.61	1.35	98.	3.10	1.19	98.	3.24	1.32	98.	3.57	1.36
BOYS	107.	3.32	1.63	107.	3.77	1.70	107.	2.91	1.64	107.	3.85	1.7[illegible]
TOTAL SES 1	312.	3.08	1.53	312.	3.13	1.49	312.	2.61	1.38	312.	3.24	1.59
TOTAL SES 2	319.	3.28	1.47	319.	3.32	1.44	319.	2.79	1.36	319.	3.46	1.47
TOTAL GIRLS	316.	3.25	1.46	316.	2.78	1.20	316.	2.90	1.34	316.	3.16	1.37
TOTAL BOYS	315.	3.11	1.54	315.	3.66	1.73	315.	2.50	1.39	315.	3.54	1.69
SIGNIFICANT EFFECTS		GRADE			GRADE	SEX		GRADE	SEX		GRADE	SEX

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TABLE: PROBLEM THIRTEEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 13. VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	FATHER SCOLDING SON 512			FATHER SCOLDING DAUGHTER 534			MOTHER SCOLDING SON 546			MOTHER SCOLDING DAUGHTER 526		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	212.	4.49	1.14	212.	4.31	1.33	212.	4.37	1.28	212.	4.39	1.24
SES 1	103.	4.45	1.37	103.	4.37	1.52	103.	4.44	1.47	103.	4.44	1.38
SES 2	109.	4.54	0.90	109.	4.24	1.15	109.	4.30	1.08	109.	4.33	1.11
GIRLS	108.	4.49	1.01	108.	4.15	1.24	108.	4.37	1.25	108.	4.26	1.14
BOYS	104.	4.50	1.26	104.	4.46	1.43	104.	4.36	1.30	104.	4.51	1.35
GRADE 6, TOTAL	214.	4.44	1.18	214.	4.32	1.35	214.	4.33	1.29	214.	4.33	1.34
SES 1	110.	4.59	1.15	110.	4.40	1.25	110.	4.44	1.27	110.	4.40	1.30
SES 2	104.	4.29	1.20	104.	4.24	1.46	104.	4.21	1.30	104.	4.25	1.39
GIRLS	110.	4.32	1.12	110.	4.01	1.24	110.	4.34	1.21	110.	4.01	1.32
BOYS	104.	4.56	1.23	104.	4.63	1.46	104.	4.32	1.36	104.	4.64	1.37
GRADE 8, TOTAL	205.	4.02	1.26	205.	3.83	1.22	205.	3.98	1.25	205.	3.87	1.22
SES 1	99.	4.06	1.29	99.	3.66	1.17	99.	3.92	1.25	99.	3.75	1.17
SES 2	106.	3.98	1.22	106.	4.01	1.27	106.	4.03	1.24	106.	3.99	1.28
GIRLS	98.	3.79	1.14	98.	3.57	1.03	98.	3.87	0.99	98.	3.69	1.02
BOYS	107.	4.25	1.38	107.	4.10	1.40	107.	4.08	1.50	107.	4.05	1.43
TOTAL SES 1	312.	4.36	1.27	312.	4.14	1.31	312.	4.27	1.33	312.	4.20	1.28
TOTAL SES 2	319.	4.27	1.11	319.	4.16	1.29	319.	4.18	1.21	319.	4.19	1.26
TOTAL GIRLS	316.	4.20	1.09	316.	3.91	1.17	316.	4.19	1.15	316.	3.99	1.16
TOTAL BOYS	315.	4.44	1.29	315.	4.40	1.43	315.	4.25	1.39	315.	4.40	1.38
SIGNIFICANT EFFECTS		GRADE			GRADE SEX			GRADE			GRADE SEX	

GROUP REPORTED	BOY SCOLDING BOY 532			BOY SCOLDING GIRL 524			GIRL SCOLDING BOY 556			GIRL SCOLDING GIRL 566		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	212.	3.68	1.26	212.	3.64	1.37	212.	3.47	1.41	212.	3.41	1.31
SES 1	103.	3.64	1.46	103.	3.70	1.66	103.	3.37	1.57	103.	3.34	1.45
SES 2	109.	3.71	1.06	109.	3.59	1.09	109.	3.58	1.25	109.	3.49	1.16
GIRLS	108.	3.57	1.22	108.	3.18	1.31	108.	3.69	1.32	108.	2.99	1.00
BOYS	104.	3.78	1.29	104.	4.10	1.44	104.	3.26	1.50	104.	3.83	1.53
GRADE 6, TOTAL	214.	3.81	1.34	214.	3.71	1.45	214.	3.65	1.59	214.	3.64	1.44
SES 1	110.	3.96	1.32	110.	3.85	1.42	110.	3.63	1.65	110.	3.72	1.49
SES 2	104.	3.65	1.35	104.	3.57	1.47	104.	3.67	1.53	104.	3.56	1.40
GIRLS	110.	3.73	1.26	110.	3.14	1.28	110.	3.98	1.50	110.	3.29	1.30
BOYS	104.	3.88	1.41	104.	4.29	1.61	104.	3.31	1.67	104.	3.99	1.59
GRADE 8, TOTAL	205.	3.46	1.35	205.	3.62	1.28	205.	3.66	1.50	205.	3.65	1.27
SES 1	99.	3.42	1.30	99.	3.35	1.27	99.	3.49	1.43	99.	3.50	1.14
SES 2	106.	3.50	1.40	106.	3.89	1.29	106.	3.83	1.57	106.	3.80	1.40
GIRLS	98.	3.31	1.07	98.	3.21	1.11	98.	3.77	1.20	98.	3.43	1.06
BOYS	107.	3.61	1.62	107.	4.03	1.45	107.	3.55	1.80	107.	3.91	1.47
TOTAL SES 1	312.	3.67	1.36	312.	3.64	1.45	312.	3.49	1.55	312.	3.52	1.36
TOTAL SES 2	319.	3.62	1.27	319.	3.68	1.28	319.	3.69	1.45	319.	3.62	1.32
TOTAL GIRLS	316.	3.54	1.19	316.	3.18	1.23	316.	3.81	1.34	316.	3.23	1.15
TOTAL BOYS	315.	3.76	1.44	315.	4.14	1.50	315.	3.37	1.66	315.	3.91	1.53
SIGNIFICANT EFFECTS					SEX			SEX			SEX	

TABLE: PROBLEM THIRTEEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 13. VICTIM RATING.

ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	BOY SCOLDING FATHER 542			BOY SCOLDING MOTHER 518			GIRL SCOLDING FATHER 550			GIRL SCOLDING MOTHER 560		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	212.	3.02	1.52	212.	2.58	1.40	212.	2.87	1.56	212.	2.76	1.38
SES 1	103.	3.03	1.78	103.	2.63	1.63	103.	2.86	1.80	103.	2.67	1.53
SES 2	109.	3.01	1.26	109.	2.53	1.17	109.	2.88	1.32	109.	2.86	1.23
GIRLS	108.	2.77	1.39	108.	2.53	1.31	108.	2.79	1.45	108.	2.71	1.25
BOYS	104.	3.27	1.65	104.	2.63	1.48	104.	2.96	1.67	104.	2.81	1.51
GRADE 6, TOTAL	214.	3.33	1.37	214.	2.95	1.36	214.	3.28	1.50	214.	3.22	1.44
SES 1	110.	3.14	1.34	110.	2.77	1.42	110.	3.12	1.54	110.	3.07	1.48
SES 2	104.	3.52	1.40	104.	3.13	1.30	104.	3.45	1.45	104.	3.37	1.41
GIRLS	110.	3.19	1.27	110.	2.85	1.26	110.	3.19	1.40	110.	3.10	1.34
BOYS	104.	3.46	1.46	104.	3.05	1.46	104.	3.38	1.60	104.	3.34	1.55
GRADE 8, TOTAL	205.	3.62	1.43	205.	3.17	1.49	205.	3.64	1.50	205.	3.63	1.34
SES 1	99.	3.47	1.39	99.	3.02	1.54	99.	3.56	1.48	99.	3.39	1.30
SES 2	106.	3.77	1.48	106.	3.31	1.44	106.	3.72	1.53	106.	3.87	1.39
GIRLS	98.	3.40	1.24	98.	3.03	1.38	98.	3.56	1.34	98.	3.47	1.14
BOYS	107.	3.84	1.62	107.	3.30	1.60	107.	3.72	1.67	107.	3.78	1.55
TOTAL SES 1	312.	3.21	1.50	312.	2.81	1.53	312.	3.18	1.60	312.	3.04	1.44
TOTAL SES 2	319.	3.43	1.38	319.	2.99	1.30	319.	3.35	1.43	319.	3.37	1.34
TOTAL GIRLS	316.	3.12	1.30	316.	2.80	1.32	316.	3.18	1.39	316.	3.10	1.24
TOTAL BOYS	315.	3.52	1.58	315.	2.99	1.52	315.	3.35	1.64	315.	3.31	1.54
SIGNIFICANT EFFECTS	GRADE		SEX		GRADE			GRADE			GRADE	SES

GROUP REPORTED	TEACHER SCOLDING BOY 516			TEACHER SCOLDING GIRL 528			BOY SCOLDING TEACHER 558			GIRL SCOLDING TEACHER 544		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	212.	4.43	1.23	212.	4.34	1.32	212.	2.82	1.67	212.	2.76	1.65
SES 1	103.	4.45	1.27	103.	4.42	1.47	103.	2.86	1.88	103.	2.87	1.85
SES 2	109.	4.42	1.19	109.	4.25	1.17	109.	2.79	1.46	109.	2.65	1.44
GIRLS	108.	4.47	1.18	108.	4.24	1.27	108.	2.67	1.53	108.	2.83	1.62
BOYS	104.	4.39	1.28	104.	4.43	1.37	104.	2.98	1.81	104.	2.69	1.67
GRADE 6, TOTAL	214.	4.44	1.37	214.	4.38	1.41	214.	3.20	1.52	214.	3.34	1.56
SES 1	110.	4.53	1.35	110.	4.36	1.34	110.	2.97	1.50	110.	3.06	1.44
SES 2	104.	4.35	1.39	104.	4.41	1.47	104.	3.43	1.54	104.	3.61	1.67
GIRLS	110.	4.39	1.32	110.	3.95	1.29	110.	3.19	1.38	110.	3.30	1.43
BOYS	104.	4.49	1.42	104.	4.81	1.52	104.	3.22	1.66	104.	3.38	1.68
GRADE 8, TOTAL	205.	4.03	1.28	205.	4.09	1.30	205.	3.77	1.61	205.	3.64	1.57
SES 1	99.	3.88	1.36	99.	4.03	1.33	99.	3.60	1.55	99.	3.46	1.52
SES 2	106.	4.17	1.20	106.	4.14	1.26	106.	3.93	1.66	106.	3.83	1.61
GIRLS	98.	3.88	1.10	98.	3.81	1.15	98.	3.56	1.44	98.	3.45	1.36
BOYS	107.	4.17	1.46	107.	4.37	1.44	107.	3.97	1.77	107.	3.84	1.77
TOTAL SES 1	312.	4.28	1.33	312.	4.27	1.38	312.	3.14	1.64	312.	3.13	1.61
TOTAL SES 2	319.	4.31	1.26	319.	4.27	1.30	319.	3.39	1.55	319.	3.36	1.57
TOTAL GIRLS	316.	4.25	1.20	316.	4.00	1.24	316.	3.14	1.45	316.	3.19	1.47
TOTAL BOYS	315.	4.35	1.39	315.	4.54	1.44	315.	3.39	1.75	315.	3.30	1.71
SIGNIFICANT EFFECTS		GRADE			SEX			GRADE			GRADE	

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TABLE: PROBLEM THIRTEEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 13, VICTIM RATING.

ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	POLICEMAN SCOLDING BOY 520			POLICEMAN SCOLDING GIRL 538			BOY SCOLDING POLICEMAN 564			GIRL SCOLDING POLICEMAN 552		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	212.	4.94	1.23	212.	4.64	1.41	212.	2.69	1.62	212.	2.65	1.63
SES 1	103.	4.91	1.37	103.	4.61	1.54	103.	2.81	1.80	103.	2.61	1.78
SES 2	109.	4.97	1.10	109.	4.67	1.27	109.	2.57	1.43	109.	2.68	1.48
GIRLS	108.	5.02	1.22	108.	4.41	1.32	108.	2.40	1.35	108.	2.56	1.49
BOYS	104.	4.86	1.25	104.	4.87	1.49	104.	2.98	1.88	104.	2.74	1.76
GRADE 6, TOTAL	214.	4.92	1.25	214.	4.53	1.39	214.	3.02	1.53	214.	3.07	1.55
SES 1	110.	5.06	1.15	110.	4.62	1.29	110.	2.81	1.57	110.	2.84	1.58
SES 2	104.	4.77	1.34	104.	4.43	1.49	104.	3.23	1.50	104.	3.31	1.52
GIRLS	110.	4.77	1.24	110.	4.21	1.31	110.	2.87	1.38	110.	3.00	1.36
BOYS	104.	5.06	1.25	104.	4.84	1.47	104.	3.17	1.69	104.	3.15	1.75
GRADE 8, TOTAL	205.	4.38	1.28	205.	4.10	1.39	205.	3.43	1.54	205.	3.45	1.62
SES 1	99.	4.38	1.21	99.	4.07	1.34	99.	3.16	1.35	99.	3.22	1.57
SES 2	106.	4.39	1.34	106.	4.14	1.43	106.	3.71	1.74	106.	3.69	1.67
GIRLS	98.	4.20	1.12	98.	3.82	1.23	98.	3.30	1.30	98.	3.33	1.38
BOYS	107.	4.57	1.43	107.	4.39	1.54	107.	3.57	1.79	107.	3.58	1.86
TOTAL SES 1	312.	4.78	1.25	312.	4.43	1.39	312.	2.93	1.57	312.	2.89	1.65
TOTAL SES 2	319.	4.71	1.26	319.	4.41	1.40	319.	3.17	1.56	319.	3.23	1.55
TOTAL GIRLS	316.	4.66	1.19	316.	4.15	1.29	316.	2.86	1.34	316.	2.96	1.41
TOTAL BOYS	315.	4.83	1.31	315.	4.70	1.50	315.	3.24	1.79	315.	3.16	1.79
SIGNIFICANT EFFECTS		GRADE		GRADE	SEX		GRADE	SEX		GRADE	SES	

United States

White and Black Samples

by

June L. Tapp

Prepared for U.S. Office of Education
Contract No. OE 5-10-219
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U.S. PAR

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Introduction

Aggressive activity and exchange are an integral part of human life style. Hostile expressions, outbursts of frustration, and overt responses of discontent emerge in various settings and at various levels of society. Of greatest concern in the United States are the recurrent and frequent incidents of aggression between groups, both the historical clash between the races--whites and blacks-- and the more recent events between university students and faculty, citizenry and police. It is the existence of and perhaps increase in such assertive exchanges which have stimulated interest in articulating the standards regarding the justice, appropriateness, and legitimacy of aggressive activity and in defining the limits of permissible and taboo aggression.

While in certain situations aggression and overt hostility are condoned, if not encouraged, in other contexts such behaviors are sharply criticized and condemned. Aggression is inhibited when it is in violation of normative rules of conduct, and, either because of the arousal of guilt or the fear or anxiety associated with punishment, individuals judge such modes of behavior as "morally" wrong or inexpedient (Berkowitz, 1962; Buss, 1961). Aggression which violates rules or norms may be expected to be judged more wrong, i.e., less just and less tolerable. Aggression which is acceptable to society, or at least not in conflict with societal standards, may be expected to be evaluated as more appropriate, just, and legitimate.

The status, role, and sex of the individuals involved in aggressive exchange may crucially affect judgments of its rightness according to American norms and cultural values. Aggression by "high status," authority figures is generally considered more just. Punishment, overt anger, or hostility by such figures is more acceptable than when the same behavior is exhibited by individuals not in authority (Minturn, 1967).

Explicit norms about the differences in legitimacy of aggression for various authority figures are not as clear. A crucial exception may be in relation to aggressive encounters with parents. Western society generally and American parents specifically transmit standards and expectations which accept aggression from parents to children but severely reject aggression from children to parents (Sears, Maccoby, & Levin, 1957). Hence, limits of acceptable and appropriate behavior appear less ambiguous and more explicit with regard to aggressive exchange with parents than with other authority figure roles. Furthermore, recent events in America may effectuate a change in children's perceptions. Now, in comparison to 1965-66 when the study was executed, children may differentiate more in their evaluations of the 'rightness' of various authority figures. Instead of adults--high status figures--generally being considered legitimate per se, some authorities, though powerful, may not be considered as legitimate as others and their aggression not as justified. For example, incidents of police brutality against political dissidents and minority groups may affect children's attitudes about the legitimacy of law enforcement officials, resulting in greater variation between the police authority figure and other authorities.

Aside from status and role considerations, U.S. culture also transmits sex-role norms of appropriate behavior with regard to aggression. For example, male aggression directed at females is generally considered more wrong and less justified than comparable aggression directed at other males. Also societal norms are more critical and negative about female aggression in contrast to male aggression (Minturn, 1967). The extent to which such values are internalized by children will largely determine their expectations and perceptions as well as their own behavior.

The PAR projective technique provides a method for understanding more clearly the socialization of aggressive norms and articulating more precisely the nature of justifiable aggression. The instrument aims at measuring the reactions of this sample of fourth, sixth, and eighth grade American, black and white children to aggressive exchange. Its focus is on similarities in children's perceptions, expectations, and feelings about the legitimacy of aggression and on the norms of constraint regarding aggressive interaction which children have internalized.

Variations in human behavior arise principally from the transmission of specific cultural norms through the process of socialization (Whiting & Child, 1953). Within the same country there may be subcultural, socio-economic status, and sex differences in rearing, hence in the internalization of norms. Furthermore, developmental differences should crucially affect children's cognitive judgments and perceptions. Therefore, the study measured variations in normative responses to aggression occurring with age, sex, and SES for children both in the dominant culture and the black urban subculture of Chicago.

United States: White Sample

Effect of Status

Adult attack child was judged the least wrong, i.e., most justifiable, aggression. It was rated much less wrong than aggression by a child toward another child or toward an adult. Furthermore, child attack adult was seen as the worst of the three status indices. The results confirmed the hypotheses for aggressor ratings. Generally children identified status with legitimacy (Emmerich, 1961; Hess & Torney, 1965). (See Figures P12 Sex, P16 Sex, P12 SES, & P16 SES).

Since children seemed to rate the wrongness of the aggressor mainly in terms of the aggressor's status relationship to the victim, it might reasonably have been assumed that children would also rate the wrongness of the victims in terms of status orientation. The results, though, indicated this explanation was only partially true. As predicted, children as victims of adult aggression were rated the most wrong. Subjects apparently felt that children were deserving of this aggression. Again authority appeared to be equated with justice (Blake & Mouton, 1961; Minturn & Lewis, 1968). Children must have done something very wrong in order to be punished by adults--fair and legitimate authority figures. Contrary to the status hypotheses, though, an adult being attacked by a child was ranked more wrong than a child being attacked by a child. Although at grade 4 there was only a slight difference on these two indices, by grade 8 a significant rise in adult wrongness increased the discrepancy. In fact there was a convergent tendency for victim wrongness on adult attack child and child attack adult with age. Older children were more flexible in their appraisal of status roles (Meister, 1956). Whereas younger children might have viewed adult aggression as retribution or discipline, i.e., expected punishment for misbehaving from authority figures, the significant changes by grade 8 in victim wrongness would strongly suggest a shift not only toward equalitarianism but also from expecting retributive to distributive justice (Kohlberg, 1963a, 1963b; Piaget, 1932). Younger children saw adults as sacred and absolute in their judgments to execute punishment. With maturity, though this changed as reflected by the pattern of decreased wrongness of child victims of adult aggression and increased wrongness of adult victims of child aggression. Evidently while children across grades rated aggressor action (sometimes labelled aggressive action) in terms of status, for victim wrongness they did not perceive status as an absolute and infallible criterion for legitimacy. (See Tables P12 & P16).

A. Age Differences

Only with child to child aggression was there a significant change with age. As subjects got older, they saw aggression by a child toward another child as much less wrong. For peer to peer aggression older children may be more accustomed to and capable of discerning reasons for its occurrence. They apparently judged aggressive behavior not as wrong per se, but as potentially justifiable depending on the situation. However, there was no parallel change across grades in evaluating child attack adult aggression; the fact that child aggressors were perceived almost as wrong at grade 8 as at grade 4 would indicate that the status of the figure was still determinative. In assessing aggression for unequal status indices, older children did not consider the justifiability of the behavior as they had for the peer to peer index.

For victim ratings, there was a significant grade change for adult attack child and child attack adult, but the direction of change varied for the two indices. For the adult attack child index, older subjects saw victims as increasingly more justified. As children approached adolescence, they became less status oriented (Baldwin, 1955). In like manner on the child attack adult index, older subjects felt that the victim was more wrong than did younger subjects. These findings taken together would imply that older children tended to perceive the adult as a less absolute power relative to the child (Dubin & Dubin, 1963). Such trends, which questioned equating status and legitimacy, emerged more clearly on the victim in comparison to the aggressor wrongness ratings. Adults were not as sacred, obedience was not as obligatory, nor was the side of justice as sure. For older children, peer judgment and appraisal seemed increasingly more important and expressions of greater autonomy from authority seemed to emerge (Campbell, 1964; Coleman, 1961; Eisenstadt, 1962; Erikson, 1950).

B. Sex Differences

For aggressor ratings significant sex differences appeared on all the status indices. On child attack child and child attack adult, girls felt the aggressor was more wrong than did boys (Mischel, 1966; Sears, Maccoby & Levin, 1957). However, the reverse was true for adult attack child; that is, boys perceived the aggressor as more wrong. These findings indicated that girls were more status oriented than boys (Patel & Gordon, 1960; Rebelsky, Alinsmith & Grinder, 1963). In comparison to boys, girls felt adults were less wrong and children were more wrong in exhibiting aggression (Tuma & Livson, 1960). In terms of cultural norms girls might be expected to be more accepting and less rebellious to attacks or admonitions from adults (Janis & Field, 1959; Kagan, 1964; Stukar, 1958). Also coincidental with sex role socialization patterns, girls generally viewed aggresive behavior more negatively than did boys (Kohn, 1960; Sears, 1961; Sears, Maccoby & Levin, 1957).

For victim ratings, the only significant sex difference was on child attack child where victims were rated more wrong by boys than by girls. Since on this index boys perceived the aggressor as more justified, logically they might view the victim as more wrong. Although generally negative to aggression, girls, motivated by a high concern for reputation and interpersonal feelings (Lansky, Crandall, Kagan & Baker, 1961), may not be as likely to perceive the victim as responsible for provoking aggression as would boys. Moreover, this index represented a peer to peer interaction with no authority directly involved. Although girls, who were generally more conforming, were more likely to consider status in evaluating wrongness, in a dyad in which there were no status differences, they may be more prone than boys to turn their attention to affiliative factors and not rate the victim quite as negatively (Lynn, 1962).

C. SES Differences

For aggressor indices, the only significant SES difference was on the wrongness of an adult attacking a child. High status children felt the adult was more wrong than did low status children. This SES difference toward authority supported a more basic class dichotomy: low status in comparison to high status backgrounds tend to be authoritarian rather than democratic and rigid rather than flexible. Predictably, low status children appeared more conforming than questioning of adults and authority relationships (Dolger & Ginandes, 1946; Maas, 1951).

There were no significant SES differences for victim ratings on the status indices.

D. Interview Data

Status, i.e., being a child or adult, crucially affected white children's perceptions of consistency in rule-applicability and inevitability of detection for rule-breaking. The impact of status-related expectations is basic to understanding the process of socialization. In responding to the question "Are rules the same for adults and children?" 60 children, regardless of differences in age, sex, or socio-economic status, reported a definite difference in the applicability of rules for adults and children. All but one white child maintained that while "some rules are the same, some are different" (see Table IVB).

This finding was consistent with the PAR finding that relative status had an important influence on the legitimacy or justifiability of behavior. The fact that children saw adult aggressors as least wrong, i.e., most justifiable, and, overall, tended to equate status with legitimacy suggested a different standard of rules was applied in judging adult behavior. In comparison, children perceived child aggressors as very wrong and less justified. To these whites, the norms of constraint in interpersonal exchanges varied by status.

In assessing the question "Does someone who breaks rules always get caught?" white children, regardless of age, sex, and socio-economic status, felt that detection followed rule-breaking "most of the time" (see Table VIIA). Status distinctions were not part of the consideration. Transgressions do not usually pass unnoticed in American society. In elaborating reasons on the topic, this grade 4, high status boy's remark "Sooner or later you're going to get caught" was reflected in this grade 8, high status girl's comment "Usually in the end you do get caught. . . . Usually my parents have a way of finding out when I break something like a rule. Usually someone finds out in the end." Although status considerations were not relevant to the discovery question, the PAR data suggested that children aggressing adults were judged more wrong and perhaps were more likely to be detected then when aggressing children.

Although an unexpectedly high proportion of the children agreed that "most of the time" rule-breaking was detected, some children specified "acceptable" ways or "ingenious" styles that precluded exposure (see Table VIIB). No children gave an unqualified "No" to the question "Do some children get away with breaking rules?" Rather responses were conditionally positive and reflected substantial variation. Some 18 children, and significantly more of high status background, held that "clever, sneaky, or sly" children escaped detection. A low status, grade 8 boy said, "If you're more sneaky you might not get caught"; while a grade 8, high status girl replied, "The ones that are real sly." According to 17 children the "lucky ones" also avoided discovery. This grade 4, low status boy typified the responses, "Some kids that are real, real lucky. . . ." Minor age trends revealed that with age children placed decreasing emphasis on "magical" ways, i.e., luck, of escaping detection and increasing emphasis on the individual's ingenuity or personality, i.e., his being sly, devious, or "smart." The explanation "When circumstances permit" captured 15 children and is disclosed in this grade 8, low status boy's observation, "The kid that the parents don't care about probably. . . ." Also this grade 8, high status girl reacted, "Or if it's at home, some parents don't punish their kids for doing anything. Like some teachers have pets and they don't punish them if they do something wrong." Interestingly, more high status children felt that "underhanded," "clever" children avoided negative consequences of rule-breaking. Perhaps they felt more able to manipulate or control their environment, while low status children saw their environment as more capricious--wherein luck or circumstance was more determinant.

On the same question with reference to adults, the pattern of responses showed little variation (see Table VIIC). The two questions, taken in conjunction, suggested that white children saw the criteria for effectively manipulating the "system" (society) to be the same for them and adults. Apparently their identification with adult models, who are the "standard-setters," was internalized sufficiently so that status was less a factor than anticipated.

Congruent with the PAR victim status findings, older children saw adult victims of child aggression and child victims of adult aggression as equally wrong suggesting that personality, luck, and situational circumstances were more salient than status in rule-breaking. Older children were more situation-specific and discriminating in their judgments.

In answering the question with the explicit status distinction "Do children get away with breaking rules more often than adults?" a substantial majority felt that children did indeed have the advantage (see Table VIIE). Transgressions were more permissible for children than adults, suggesting that rule-breaking is expected in the "growing up" process. During the process of socialization a "legal moratorium" may be operative which permits children to test rules at less "cost" and with greater flexibility. A high status, grade 4 girl clarified the status-related societal expectations affecting such a moratorium, "Children, they can't do any . . . I mean, they can't go to jail or any place." One low status, grade 8 girl characterized the situation simply, "Adults are supposed to know better." Another girl from a similar background said, "I don't think [adults can] as often as kids can, because adults are supposed to know." A grade 6, low status girl more circuitously also concluded, "Because children can get away with it without being caught or seen. . . . They're younger." Clearly, these white children saw their own status group as experiencing more flexibility regarding transgression, i.e., being permitted more leeway for misbehaving, than the adult group.

The idea of a "legal moratorium" was discernible in children's PAR evaluations of peer to peer aggression. Only for this equal dyad did aggression decrease in wrongness, i.e., it became a more legitimate activity. Furthermore, victims were rated least wrong in interpersonal aggressive exchanges between persons of equal status. Apparently children gave preference to equalitarian exchange as one wherein children are allowed, and can more easily get away with rule-breaking.

Effect of Status and Role

The set problem afforded an opportunity to analyze the status dimension in terms of the identity of authority figures. Variations among the set and role indices reflected differential reactions attributable to differences in status vs. role.

For aggressor ratings, the rank order was generally stable across all grade levels. Confirming hypothesis 1(a), children scolding adults were worse than adults scolding children (Minturn & Lewis, 1968). Moreover, children scolding children, in the middle position, were more "wrong" than adults scolding children. However, the second rank order hypothesis was not confirmed. Of the adult figures, the teacher was more wrong than parents or the police in scolding children. Except at grade 4, policemen tended to be the next most wrong; parents generally were seen as least wrong in scolding children. The third hypothesis for the rank order of children aggressing adults also was disproved. Children scolding their parents or policemen (with an age trend toward parents) were rated more wrong than were children scolding the teacher or other children. As indicated by the rank order, children were seen as much less wrong for scolding the teacher, and conversely the teacher, especially at grade 6, was rated more wrong than the other figures in scolding children. Children apparently perceived the teacher differently from parent or policeman, perhaps as a less legitimate authority figure.

On the ratings of victim wrongness, the rank order was stable. The first hypothesis that children being scolded by adults were seen as more wrong than adults being scolded by children was confirmed at all grade levels. The other rank order hypotheses, however, did not hold. Children were most wrong when being scolded by the police, but, contrary to prediction, were more wrong as victims of parent rather than teacher aggression. And, quite consistently, for adult victims the teacher was rated most wrong and the policeman least wrong. Although the differences in rank order were small and in many instances probably not significant, the ratings suggested a lower status level for teachers than for parents or policemen. (See Tables P10 & P14).

A. Age Differences

There were significant linear and curvilinear grade differences on several of the status-role indices. Parent aggression and child aggression directed toward children decreased in wrongness as children got older. The wrongness of child scold parent and teacher scold child followed a curvilinear grade trend. An increase at grade 6 was followed by a decrease from grades 6 to 8, although only for the former dyad--child scold parent--was the aggressor noticeably less wrong at grade 8 than at grade 4.

The wrongness of child scold policeman remained constant between grades 4 and 6 but decreased rapidly between grades 6 and 8. However, there was an SES by grade interaction which tended to confound this effect. High status children started out high at grade 4 in comparison to low status children but decreased below low status children in their perception of wrongness as they got older. Low status children increased in their perception of the wrongness of child scold policeman at grade 6 and decreased to about the grade 4 level by grade 8. White, low status children may be socialized to be more conventional and rigid in viewing status relationships (Dolger & Ginandes, 1946; Kohn, 1960); hence, as they got older, they were less accepting of child aggression to policemen than were white, high status children who may be reared to have a more flexible, equalitarian perspective to authority (Bronfenbrenner, 1958; Miller & Swanson, 1960).

The status-role analysis afforded several important clarifications of the status problem. Although there were no significant grade differences for aggressor wrongness on child-attack-adult, on two of the set pairs--child-scold-parent and scold-policeman--a significant curvilinear decrease was noted. Apparently the set analysis revealed a tendency for older children to deemphasize the saliency of status in evaluating aggressor wrongness. These trends seemed consistent with the general status findings for victim wrongness which indicated a press to equality (Kohlberg, 1963a, 1963b; Piaget, 1932) as well as a more situation specific orientation with age.

The status-role analysis for aggressor ratings also provided an important clarification of the adult-attack-child index.

Although the status problem indicated no general change in adult wrongness, the status-role analysis revealed that parents were viewed as less wrong by older children. Moreover, children at grades 6 and 8 saw parental aggression as less wrong than aggression from more distal, less intimate figures. Older children may perceive scolding as a parental "right" and parents as more legitimate, justified authority figures.

There was a significant grade increase in the wrongness of the victim on the following: children hitting children, children scolding parents, children scolding teacher, and children scolding policemen. Adults as the victims of children's aggression were seen as more wrong by older children. Perhaps older children developed feelings of greater equality and legitimacy as well as a stronger motive for autonomy (Eisenstadt, 1962; Erikson, 1950; Meister, 1956) which allowed them to justify aggressive action toward authority. Consistent with this trend, there was a significant grade decrease in the wrongness of the victim in the parents scolding children, teacher scolding children, and policeman scolding children dyads. Even on parent hitting, there was a curvilinear decrease in the wrongness of child victims: an increase in wrongness from grades 4 to 6 was followed by a decrease from grades 6 to 8 below the grade 4 level.

These age changes in victim ratings paralleled the general status finding of increased adult wrongness and decreased child wrongness. Just as the set analysis refinement indicated that children felt more justified in expressing aggression toward adult authority, as they got older they also felt that they were not as wrong when they were the recipients of adult aggression. For older children, power or status and "right" apparently were not synonymous (Baldwin, 1955; Emmerich, 1961).

There was less discrimination between the various authority figures in terms of victim wrongness as children got older. For younger children, there was greater variance within the status group, although the greatest difference was between status groups. The convergence with increasing age noted for victim wrongness ratings did not occur for the aggressor ratings where there was some stability across grades. On aggressor ratings, overall status still appeared to be the most important factor affecting children's responses. For victim ratings, the younger children rated principally in terms of status while older children, reflecting crucial developmental changes, considered status in relation to intent and justification (Dubin & Dubin, 1963; Kohn & Fiedler, 1961). Older children, apparently more free from cultural press in making judgements, evaluated more independently and more in terms of equity.

B. Sex Differences

As found on the status indices, girls saw child aggression toward other children or adult authority as more wrong than did boys. There were significant differences on the children hitting children, children scolding children, children scolding parents, children scolding teacher, and children scolding policeman indices.

The status-role analysis clarified the sex difference found on the adult attack child index. Boys saw aggressors as more wrong than girls in only one situation: when parents were scolding their children. Again, boys and girls diverged in their attitudes toward aggression. Girls' greater negativity about children aggressing adults suggested that they viewed aggression against a high status figure as inappropriate and very wrong and that they were more compliant toward parental authority and more accepting of parental legitimacy (Sears, Rau & Alpert, 1965; Tuma & Livson, 1960). Girls' more rigid stand against such aggressive action and their overall more prosocial orientation to people may be attributed to sex differences in socialization (Kagan & Moss, 1962; Sears, Maccoby & Levin, 1957).

Consistent with the findings on the status analysis, for victim ratings there were significant sex differences on child-hit-child and child-scold-child. In both cases, boys saw the victim as being more wrong than did girls again indicating that, being more affiliative interpersonally (Lynn, 1962; Parsons, 1955; Rebelsky, Alinsmith & Grinder, 1963), girls may be less inclined than boys to rate victims wrong.

C. SES Differences

High status significantly more than low status children felt that parents were wrong in hitting children. On the other hand, low status more than high status children saw children as wrong in scolding parents. No SES difference emerged on parents scolding children; evidently, high status children regarded only the action of hitting, but not scolding, as more wrong. Consistent with the interaction effect for children wrongness in scolding policemen (p.U.S.9), low status more than high status children seemed to be influenced by the status of the aggressor in determining wrongness. In a lower class subculture, authority rather than action may be of higher salience (Davis & Havighurst, 1946; Dolger & Ginandes, 1946; Maas, 1951). High status backgrounds may socialize more equalitarian values.

There were no significant SES differences on victim ratings.

D. Interview Data

Set, or the effect of both status and role, influenced children's expectations about the consistency of rules for children and adults. In American culture individuals, regardless of age, role, sex, socio-economic level, or ethnicity, are assumed to adhere to the same rules or laws and in like manner should be judged equally in instances of rule-breaking.

Since government, i.e., city and country, "governed" both status groups equally and was the only institution for which rules were equally relevant, this response category was most frequently employed. Because of the nature of the question other institutions were not as likely to be elected. For this reason a parallel analysis of children's different perceptions of authority system was not possible (see Tables IVD and IVE).

A substantial group of white children felt that the greatest differences (41) occurred in application of community, city and government rules; slightly more felt there were the greatest similarities (50) in applying rules in this sphere. While 11 of the grade 4 and 15 of the grade 8 group maintained that such rules were different, a relatively stable, though higher, number over the grades asserted sameness in applicability. The view of governmental equity was exemplified in this grade 4, high status girl's rejoinder "The grown-ups can't steal and the children can't steal." Ambivalence toward public law as a vehicle of equality seemed to increase with age. Government rules as the major sphere of similarities and divergencies revealed that children's sophistication and skepticism about civic matters developed concomitantly.

Only family and school emerged with any frequency as institutions possessing different status standards. Rules for the family and school varied for adults and children, largely because adults are less affected by home and educational regulations. Perceiving differences in family rules, though, decreased significantly with age: eight grade 4 and only one grade 8 child espoused this view. There was a significant curvilinear increase in the number of children who felt that school rules differed for adults and children. The home and school are arenas in which child-adult roles are clearly defined; until maturity and experience prevail children maintain a subordinate position.

The following interview segments captured the thrust of white urban children's sentiments regarding varying treatment of the status groups. One grade 4, high status boy replied to "Are there rules that grownups have to obey that children don't?" with the following:

> Yes, laws, of a state. . . . Things like speeding. You know, children can't drive a car until they are a certain age. . . . Children might, well, do different things than adults. . . . They don't have as much responsibility as the adults like taking care of the family.

A grade 8, high status girl similarly observed:

> Well, a grownup usually has to obey the rules of the country and the city and state more than children do, because those rules are more or less geared to apply to adults. The kids have to obey them but the person who will punish the kids are the parents, so it's more or less the rules of the parents and the country for the kids. . . . The only superiors for the adults are the police and on their job their superiors that work.

Interestingly, 20 children assumed that for "serious" crimes, like killing or stealing, norms of equal treatment governed adults and children. Boys responded in this way significantly more frequently than girls. The opinions of these grade 4 and grade 8, high status boys illustrate the single standard:

> The kid should stop when it says, "Don't walk," and parents in cars should stop when it says a red light. Well, if they don't stop at the red light, they get killed. . . . Just go up and slug them for no reason at all, I don't know about that, but it ain't good;

and

> Criminal offenses. Murder, robbery, and let's see. Other things of this sort again. . . . If you committed something like that, it should be just the same, really.

These responses suggest that children see rules as the same. In actual administration of justice for serious crimes in American society, the sanctions for adults and children are applied differently. "Legal" reality seemed less to determine the reactions than the "moral" component. Children did not make any references to the differential treatment given minors committing the same serious crimes as adults. Perhaps they lack knowledge about the differences in the judicial process.

In answering the questions "Who can make you follow a rule?" and "Who cannot make you follow a rule?" mother, father, teacher, and--though somewhat lower--policeman emerged as major rule-enforcers (see Table VIA). These authorities were mentioned consistently by the majority of children at all grade levels. Such responses revealed sophistication about power relationships and understanding of jurisdiction in home, school, community, and government systems. Social class differences for the four figures were striking: generally low status children chose all four figures more often than did high status children. These class differences were significant on the mother and teacher figures.

Although policeman was elected less often than father, mother, or teacher, this response increased slightly with age while for the other figures the response frequency declined somewhat. By grade 8, children saw mother, father, teacher, and policeman as comparably potent. The slight increase for policeman and the decreases in the other major figures suggested that older children perceived the policeman as more powerful. Apparently older children were more aware of the potentially unpleasant sanctions which police possess and manipulate. These sanctions may appear more frightening or serious than those commanded by parents, teachers, or even government officials whose power also decreased significantly with age. A grade 6, high status boy and a grade 8, high status girl respectively exemplified the tie-in of power and enforcement, "If it's the same rule all over the country, the policeman could and the teacher or your parents could." and "In school the teacher can make you follow rules or laws. At home it would be the parents, and as far as speeding or stuff like that, the policeman would."

As the PAR findings, although parent aggressors were described as the most justified, i.e., least wrong, in meting out disciplinary measures, overall there was little difference between authority figures by role. Inter-system support of the power and sanctions seemed evident. The greater difference was related to status distinctions.

Children's opinions about which figures could not make them obey rules revealed the preeminence of other children. None of the authority figures seen as powerful emerged as impotent (compare Tables VIA and VIB). Concomitant with the increased saliency of the peer group, younger children were nominated less by grade 8 and a curvilinear trend indicated that peers were seen as less powerless. As one grade 6, low status girl summed it up, "A child, a kid can't make you follow the rules." A high status, grade 8 girl extended this view, "A baby, children can't boss you around, or people your own age."

Consistent with the convergence of high and low status figures, i.e., adults and children, on PAR victim wrongness ratings, older children saw status peers as more influential and equal in aggressive interactions. The fact that status equals, i.e., children, were seen as less powerful and authority figures as more powerful rule-enforcers, though, supported the strong status distinctions between aggressors on the PAR--the adults maintained their prerogative to aggress to children. Children were not legitimate sources of power as were adult authority figures, and, therefore, their aggression was not as just and potent. Clearly peers, though important, did not achieve the same level of efficacy in rule-enforcement as did adult figures who control the reward and punishment systems.

In selecting the "worst" authority figure "to be punished by," 35 children designated policeman (See Table IXA). A substantial number (22) of children chose father. The male authority figures, traditionally associated with severe disciplinary measures, not surprisingly were perceived as the worst punishers. Mother was selected considerably less than father, although age patterns were the same for both parental figures. Generally, older children judged it worse to be punished by either parent, especially father. In contrast, the reverse pattern emerged for police: grade 4 children were significantly more likely to choose the law enforcement official.

Supporting PAR conclusions, with maturity children valued intimate, affiliative relationships with parents. Although they may fear the threat of punishment, apparently it was worst to be punished by a powerful figure with whom they shared a meaningful, emotional relationship. Kinship seemed more important with age and impersonal, distal figures like policeman had less valence. "Worst" to older children may also have connotations of psychological coercion absent in younger children's evaluations.

In response to the query why is it worst to be punished by these authorities, a striking, though not surprising number (34) stated that their punishment or rebuke was most severe and harsh (see Table IXE). Presumably this reflected assessment of the retributive punishment style of the male authority figures whose strategies presented the greatest threat. This grade 4, high status boy specified the logic behind his policeman choice "Well, he sort of represents the government and government seems--it just seems so powerful"; and another added, "Well he has a lot of power so he might be able to send you to jail." A high status, grade 8 girl discerned, "Because he has the hardest penalty." A low status, grade 6 boy described father similarly, "Because he's the one to obey and he's stronger." Severity which encompasses power and harm of an unspecified type was the primary concern of these children rather than affiliation or reputation. Apparently psychological punishment was not as anxiety-producing as the specter of power-laden but unknown coercion.

That only one child saw the teacher authority figure as worst punisher was consistent with the 30 children who reported that it was least bad to be punished by the teacher (compare Tables IXA and IXB). This pattern supported PAR findings wherein child victims of teacher aggression, i.e., punishment or rebuke, were least wrong. Children did not describe themselves as having done something very wrong when punished by this authority figure. Children apparently did not ascribe as much status to the teachers' role nor were they particularly fearful of teachers' disciplinary measures because teachers did not present severe threats. The impact of teacher-power may be more negligible than expected or desired.

Interestingly, mother--the other female authority figure--was selected by 18 children. Their differential perception of the female authority figures as least bad (see Table IXB) and of the male authority figures as worst (see Table IXA) was most cogent in the split of the parental dyad, indicating a relationship between estimates of punishment power and sex-related styles of retribution. As one grade 8, high status boy observed, "Your mothers are usually soft hearted or something, and they don't like hitting the kids." While 33 children did not know why females were least bad, the primary reason acknowledged was that they were least severe, most lenient, or most forgiving (see Table IXF). This reaction to both teacher and mother supported the notion that the teacher extends the nurturant role of the mother in the classroom, and adopts, though in a universalistic rather than particularistic mode, many of the same disciplinary stratagems.

Policeman was chosen by 25 children in response to "Who is it worst for you to punish?" (see Table IXC). The parent figures--mother and father-- were elected by 21 and 16 children respectively. The crucial distinction between the parental dyad and the law enforcement official was that the former was chosen more while the latter was chosen less with age. Also boys more than girls chose policeman.

Children's patterns in answering "Why is it worst to punish?" were consistent with parent-police age patterns (see Table IXG). While significantly more younger children responded "gives the most severe punishment," age trends suggested that older children were increasingly concerned with interpersonal, affiliative relationships. Younger children, in selecting police as the worst to punish and harshest, suggested that "worst" was interpreted as potentially most dangerous or drastic. In contrast, older children implied that "worst" meant most wrong or least justified. Not surprisingly, boys, who had chosen police more than girls, also gave reasons of severity. Predictably, boys may be more concerned about inferred physical punishment since it is more frequently used as a culturally-accepted deterrent, and in the case of police recently an often adopted mode of control particularly against them.

These patterns lent credence to PAR data regarding the change in rank order for child aggressor wrongness. At grade 4, children scolding policemen were rated as more wrong than children scolding parents. At grade 6 and more markedly at grade 8, children scolding parents were more wrong. Evidently older children felt that aggression directed at parents, intimate and proximal figures, was inappropriate and disrespectful. A grade 4, low status boy described policemen, "Try punishing him and you'll get a whack out of that," and another grade 4, low status boy rejoindered, "He can punish a grownup and others." A grade 8, low status girl felt it worst to punish her mother "Because I love and respect her."

Just as few white urban children nominated teacher as the worst to punish so 25 children chose the teacher as the "least bad" to punish (see Table IXD). Mother was chosen by 15 children; policeman by 14. Teacher and mother were chosen more by younger children, while the number of police choices significantly increased with age.

Child aggressors on the PAR also were least wrong, i.e., most justified, in aggressing teachers. Teacher victims of child aggression were deemed more wrong than other authority figures in similar aggressive exchanges. Also the shift in rank order with age implied that it was less bad for children to "punish," or "discipline," i.e., aggress, the police than parents. Teachers or police who were resisted by children apparently were "deserving" of their aggression. In order to be the recipients of aggression, they had to have performed "badly."

Effect of Action

A paired comparison of hitting vs. scolding behavior clarified the differences in perceived wrongness in aggressor confrontations. On the paired aggressor indices, parents hitting vs. scolding children and children hitting vs. scolding children, the hypotheses were confirmed. Hitting was seen as more wrong than scolding (Lesser, 1959; Minturn & Lewis, 1968).

While hitting was generally seen as worse than scolding, the wrongness of the aggressive action was confounded by the age of the child and the status of the aggressor. Status seemed to be more important for younger children (Meister, 1956), while for older children the type of aggressive behavior was most important. At grade 4, child aggression, whether it be hitting or scolding, was seen as more wrong than parent aggression. By grade 8, hitting was rated as more wrong than scolding regardless of the status of the aggressor. While the general trend was for the level of aggressor wrongness to decrease with age, for the parent hit child relationship there was slight increase in wrongness.

On the paired victim indices for children hitting vs. scolding other children, the hypothesis was not confirmed. Children being scolded by other children were seen as more wrong than children being hit. Similarly for parents aggressing children, being scolded was more wrong than being hit. It may be that children viewed hitting so negatively that the victim of hitting could never have been as wrong as was the victim of scolding. Hence, children tended to rate the victims of hitting as much less wrong.

Effect of Sex

For aggressor ratings the rank order hypotheses were partially confirmed. Female to female aggression was seen as more wrong than male to male aggression. Disconfirming hypothesis 1(b), though, males attacking males were generally perceived as worse than males attacking females. It should be noted that by grade 8 there was no difference between the male attack male and male attack female indices. (See Figures P11 Sex, P15 Sex, P11 SES, & P15 SES). The fact that females were rated more wrong at grade 4 than at grade 8 suggested that society may socialize children to be more equalitarian in their assessment of the sexes (Cohen, 1961; Kinch & Bowerman, 1951; Parsons, 1955).

The rank order hypotheses for victim ratings were partially confirmed. Contrary to prediction, females being attacked by females were seen as more wrong than males being attacked by females. But supporting hypothesis 2(a), female victims of male aggression were worse than male victims of male aggression.

There was no difference between indices involving same sex aggression. The biggest difference between victim ratings was between those involving cross-sex aggression. Moreover, it was the younger children who rated the female high and the male low on victim wrongness in cross-sex aggression. These victim ratings may have reflected the strong condemnation of females in aggressive situations previously indicated by the aggressor ratings. By grade 8 there was virtually no difference in victim wrongness ratings, again indicating that older children internalized more equal standards in evaluating males and females. (See Tables P11 & P15).

A. Age Differences

Three of the aggressor indices showed significant grade changes: male attack male, female attack female, and female attack male. In general, the wrongness of aggressors decreased with age. Specifically most changes occurred between grades 6 and 8. Older children appeared to have moderated their attitudes. As previously noted, with maturity they increasingly developed the ability to discriminate among situations of aggression as well as among other social and cognitive areas (Kohlberg, 1963a, 1963b; Piaget & Inhelder, 1958) and thus were not automatically as critical of aggressive behavior. The fact that only male aggressors in interaction with female victims did not decrease in wrongness suggested that a cultural value regarding such behavior as ungentlemanly, inappropriate, and very wrong, possibly began affecting children's perceptions.

For victim ratings, there were significant grade changes on three of the sex indices. On two of these indices, males attack males and males attack females, the change was curvilinear. There was an increase in the perceived wrongness of the victim of male aggression from grades 4 to 6, followed by a decrease in wrongness from grades 6 to 8. On the third index, female attacks male, grade change varied depending on the sex of the children rating the situation. At grade 4, girls felt that male victims were much more wrong than did boys at that grade level. By grade 8, however, there was virtually no difference in the evaluations of boys and girls. As boys got older, they tended to feel that the victim was more wrong. This change would seem to indicate that younger children tended to rate victims in terms of their sex identity, that is, girls rated males less favorably while boys rated males more favorably (Campbell, 1939; Hartley, 1959). By grade 8, this 'sex-biased' response set disappeared. In older children other values especially significant to boys were probably operative in determining children's ratings.

B. Sex Differences

Significant sex differences occurring on all aggressor indices indicated a clear identification pattern. In intra-sex relationships, female attack female and male attack male, girls tended to view the aggressor as more wrong than did boys. On the cross-sex indices, male attack female and female attack male, girls and boys rated their own sex as most right: girls felt that the male was wrong in aggressing against a female and boys felt that females were wrong when they aggressed against a male (Lynn, 1964).

Two factors appeared significant in determining children's perceptions of non-compliant behavior. First, girls tended to rate aggressive action as more wrong than boys. Cultural press on female children to inhibit overt aggressive impulses may have been operative (Barry, Bacon & Child, 1957; Lansky *et al*., 1961; Sears, 1961; Sears *et al*., 1957). The second factor involved boys rating female aggression as wrong and girls rating the male as wrong. This suggested that sex identification affected perception in viewing the action of members of the opposite sex (Kagan, 1958; Kagan, 1964). The action of aggression in this instance seemed secondary to the sex of the person exhibiting the behavior.

Significant sex differences occurred on both indices in which the victim was female, male attack female and female attack female. As might have been expected from previous discussion, boys tended to rate female victims as much more wrong than did girls.

C. SES Differences

There were no significant SES differences on any of the aggressor or victim indices.

D. Interview Data

The majority of children in the interview sample (40) felt that rules were the same for boys and girls (see Table IVA). According to these urban whites, rules were applied consistently. The expectation of equal application decreased significantly with age: at grade 4, 17 children saw rules as the same for both sexes; at grade 8, only 10 children shared this opinion. Typical responses were reflected in these two grade 4, high status girls' observations "They have to make everything fair by making sure that everyone follow the same rules so some people don't and some people do." and "Yes, because they really aren't any different, they're still children." By grade 8, the position held by fewer subjects was stated by this high status boy, "Yeah, you know, it's people, the rules are for people, not just one sex."

Concomitant with this age-related decrease was an age-related increase for 16 children who believed that while some rules were the same for boys and girls, others were different. With age, children apparently experienced more differential treatment in rule-applicability. Unexpectedly, the dominant cultural value of equal treatment was not the experiential one; differential treatment related to sex appeared to be increasingly

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common. Perhaps a less absolute experience or "legalistic" interpretation of the meaning of rules increasingly influenced children's congnitions.

In contrast, on the PAR, aggressor and victim wrongness ratings for both males and females were less different with maturity, suggesting that children in their assessments applied equal standards to both sexes. Perhaps not inconsistently, while older children discerned the discretionary nature of adult rule applicability as evidenced by the interview question, in their own judgments of male and female wrongness they were more equalitarian. Evidently, their experiences of equalitarianism did not match their expectations and their interview responses reflected their actual experiences and societal realities. The PAR assessments revealed the alleged dominant values of equality which children internalized as most just. Possibly the subtleties of society's double messages about rule consistency were revealed by these two instruments.

Out of 61 children, 29 felt that boys get away more with breaking rules than girls, 18 children felt that girls held the advantage, and 12 felt that one sex gets away with rule-breaking as often as the other (see Table VIID). By grade 8, both sexes were seen as equally able to escape detection. Nevertheless, across grades boys maintained their "superiority" in avoiding discovery.

The most prevalent position, i.e., that boys escape detection more, was articulated by a high status, grade 4 girl, "Well, I think that boys do. . . . They like to get mad at us and tell on us and get us in trouble." and by one low status, grade 4 boy who noted, "They're bigger and stronger." Older children's, particularly boys', views on the effect of sex were aptly represented by this high status, grade 8 boy:

> Girls, I guess. Cause most people think girls are supposed to be goody-goody and all and that they don't do anything bad. And most boys, some are hoods and stuff like that. And ah, I don't know, they just go stealing stuff and insulting people and kidnappin' and stuff like that.

As illustrated by these observations, children elected one sex or the other as more able to elude detection rather than indicating that they thought both sexes were equally facile in avoiding exposure.

The higher frequency, indicating that boys, particularly at younger ages, get away more than girls with breaking rules, was consistent with the PAR rankings of male aggressors, again at younger ages, as less wrong than female aggressors in parallel exchanges. Aggressive male behavior, generally considered more appropriate, was more likely to go undetected and less strongly condemned.

Effect of Sex, Role and Action

An analysis by individual figures yielded some additional information and further clarified the findings of the status, set, and sex problems. (See Tables P9 & P13).

A. Age Differences

For aggressor ratings on the child attack child status index, there was a significant decrease in perceived wrongness with increasing age. The status-role analysis indicated that this was true for both hitting and scolding activity. This significant relationship, though, did not hold for all figure pairs within these groupings. Although generally child aggression against a child decreased in wrongness, girls hitting girls, boys hitting girls, and boys scolding girls were not more justified with age. Quite notably, boys aggressing to girls whether physically or verbally were not more justified (Minturn & Lewis, 1968). Normative values about gentlemanly behavior undoubtedly affected children's generally more liberal attitude toward aggression in equalitarian situations.

The status and role problem analysis revealed a linear decrease across grades in aggressor wrongness on child scold police and a significant curvilinear grade difference in aggressor wrongness on child scold parent. The figure analysis further refined these findings. Analyzing child scold police by figure pairs revealed for boy scolding a linear decrease in aggressor wrongness and for girl scolding no main grade effect. For the child scold parent index, there was a curvilinear effect only on the girl scold father dyad such that an increase in wrongness at grade 6 was followed by a rapid decrease in wrongness below the grade 4 level. Not children generally, but only the aggressive behavior of "Daddy's little girl," was seen by grade 8 as more acceptable. Such behavior may be interpreted as more playful and less hostile and serious. Overall, though, a cultural taboo against children scolding parents generally remained operative for children regardless of their age (Bandura, 1960; Bandura & Walters, 1959; Berkowitz, 1962; Minturn & Lambert, 1964; Sears, Maccoby & Levin, 1957).

Also according to the set dimension, there were significant grade differences on the wrongness of parents and of teachers aggressing children. The figure analysis clarified these effects: the significant change occurred when boy victims were involved. Both mother and father scolding sons and mother hitting sons decreased in wrongness with age. Older children saw parent aggression toward sons as less wrong and more legitimate, possibly reflecting their experiences, observations, and/or the cultural norm that "boys do bad things more" (Kagan, 1964). In the case of teacher aggression the findings were less dramatic. There was a curvilinear relationship wherein a rapid increase in teacher wrongness in scolding boys was followed by a decrease at grade 8 to slightly below the grade 4 level.

Significant decrease in aggressor wrongness with age held for all figure pairs on female-attack-male and for most figures on male-attack-male. The few exceptions within male-attack-male pairs did not suggest any meaningful patterns. The figure analysis yielded particularly interesting findings for the female-attack-female pairs. Although on the sex problem there was a significant decrease in aggressor wrongness on the female-attack-female index, the figure analysis demonstrated this to be valid only for the girl-scold-girl dyad, the equalitarian, peer-to-peer dyad.

The figure clarifications for victim wrongness generally were consistent with those for aggressor wrongness. On previous analyses all adult victims of child aggression increased in wrongness; the trend held for seven out of eight relevant figure pairs. Also these analyses revealed that child victims of adult aggression were considered less wrong by older than by younger children. Again, as might be expected in terms of the aggressor wrongness findings, sons as victims of mothers' hitting and scolding were not considered less wrong with age. With maturity, children apparently recognized that boys may "do bad things" and that the punishment they incurred may be well deserved. Also the figure analysis revealed that daughter victims of father hitting were not perceived of as more justified. It may be that children, regardless of age, felt that a father--a male--would not hit a daughter--a female--unless he were pushed; that is, the child must be deserving of it. Also in the equal dyads, not children generally, but more specifically girls and boys hit by girls were increasingly more wrong with age. Again this distinction would seem to imply that children perceived of boy and girl victims as having done something very wrong to be hit by a girl, since under ordinary circumstances a girl supposedly would not employ physical aggression.

On the sex problem there was a curvilinear grade effect on the wrongness of a male being attacked by another male such that at grade 6 there was a sharp increase in the trend of victim wrongness. The figure analysis yielded important clarifications of what was operative within these male pairs. For male attack male, only high status victims in unequal paired relationships, i.e., boys scolding father and boys scolding police, were rated significantly more wrong with age. Low status victims, i.e., sons hit and scolded by fathers and boys scolded by policemen, were rated as significantly less wrong with age. As might be consistently predicted, although there was slight increase in wrongness, the change across grades was not significant for victim wrongness on the equal status pairs--boys being hit and being scolded by boys. These divergent patterns within the male attack male index again indicated the extreme, if not preeminent, importance of status factors on children's perceptions.

For the other same sex aggression pair, female attack female, there were no significant grade differences on the sex analysis. The figure analysis revealed, though, important and supportive findings. Daughter victims of mother hitting and scolding decreased in wrongness with age, while mother victims increased in wrongness. Again, a strong status influence appeared to be operative (Berkowitz, 1962; Cohen, 1955; Graham, 1951). Also in peer-to-peer aggression girl victims of hitting were perceived as significantly more wrong across grades--the only peer-to-peer increase that reached significance for same sex aggressive behavior.

The sex analysis revealed a curvilinear decrease for female victims of male aggression; the analysis by specific figure pairs refined and clarified this finding. There was a significant grade effect, a linear change, for three of the six male-attack-female figures. Consistent with the saliency of status found on the same sex indices, older children rated girls being scolded by policemen and daughters being scolded by fathers as significantly less wrong. The only high status victim within the male-attack-female grouping, mother scolded by son, increased in wrongness across grades.

The figure analysis strongly suggested that grade differences were more appropriately understood in terms of the status rather than the sex dimension. Even on female-attack-male in which sex appeared to be an important consideration in influencing children's perceptions, there was a significant increase by age in the wrongness of high status victims and, although not significant, movement toward decreasing wrongness of low status victims. Clearly regardless of the sex of the figures, older children tended to evaluate high status, authority figure victims as more wrong and were less likely to identify "rightness" or legitimacy with authority (Baldwin, 1955; Emmerich, 1961).

B. Sex Differences

The figure analysis yielded important clarifications of the general sex differences found for aggressor ratings on the status and set problems. On two of the status indices, children attack children and children attack adults, girls saw the aggressor as more wrong than did boys. This finding held across all relevant pairs in the set analysis, i.e., for children scold parents, teachers, and policemen and for children hit and scold other children. The general pattern for children wrongness in aggressing adults (Minturn & Lambert, 1964) held throughout the figure analysis except that there was no significant sex difference at all for the girl-scold-mother pair.

The most salient refinement occurred on the child-attack-child pairs. The more detailed analysis by the identity of specific figure pairs revealed that girls saw aggressors as significantly more wrong than did boys for the four same sex aggressor pairs, i.e., girl scold and hit girl and boy scold and hit boy, and for boy scold and hit girl. Boys over girls, though, saw aggression as more wrong in the girl hit boy and girl scold boy dyads. Aside, then, from a pattern on same-sex figure pairs which suggested that girls generally view physical and verbal aggression more negatively (Mischel, 1966; Sears _et al._, 1957), a strong sex identification pattern emerged on the cross-sex figure pairs consistent with the findings of the sex problem; that is, girls and boys identified with their own sex type (Kagan, 1958; Kagan, 1964). Girls perceived boys aggressing girls both physically and verbally more wrong than did boys, and quite consistently boys in comparison to girls perceived girls hitting or scolding boys as less justified, i.e., more wrong (Lynn, 1964).

A third significant sex effect on the status dimension was that boys saw the aggressor in the adult attack child index as more wrong than did girls; the set analysis indicated this significant sex difference held only on parent scold child, but not for teacher or police scold child. The more detailed analysis by the identity of specific figure pairs revealed that boys saw aggressors as significantly more wrong than did girls on mother scold son, teacher scold boy, and police scold boy. Consistent with the finding that girls saw child aggressors as more wrong, boys' higher ratings of authority figure wrongness supported the notion that girls were more conforming and status oriented (Blake & Mouton, 1961; Kohn, 1959). A further examination of the items on which boys and girls significantly differed suggested an additional component: boys saw adult aggressors as more wrong when the victim was a boy, which may mean that for boys factors of identification more strongly affected their judgment.

The figure analysis introduced some crucial clarifications of sex differences on the sex problem. On the sex problem, girls saw aggressors as more wrong on female attack female, male attack male, and male attack female, and boys saw aggressors as more wrong on female attack male. The sex problem masked, though, crucial effects. For each sex index, the figure analysis revealed the saliency of status considerations in differentiating between boys and girls. Regardless of the sex of the aggressor or victim or whether the aggression was within or between sexes, for the unequal dyads on which there were sex differences, low status aggressors were consistently rated as more wrong by girls than by boys and, as might be expected, in the two instances of sex differences in evaluating high status aggressor wrongness boys rated the aggressor as more wrong. These differences reflected girls' more conventional and compliant attitude toward the legitimacy of authority figures (Hess & Torney, 1967; Patel & Gordon, 1960). On children's ratings of equal dyads, status and authority concerns did not affect or confound their appraisals; therefore, differential sex-linked orientations and identification processes were more clearly operative. For within sex aggression, male attack male and female attack female, girls saw aggressors as more wrong. Girls predictably displayed a more pro-social style (Sears, 1961) and more negative feelings about aggressive behavior (Kohn, 1960). In cross sex peer to peer interaction, both boys' and girls' ratings reflected sex role identification patterns. Boys rated girl aggressors hitting and scolding boys as more wrong and girls rated boys hitting and scolding girls as more wrong (Campbell, 1939; Hartley, 1959).

The status and set problems indicated significant sex differences for victim ratings on the child-scold-child and child-hit-child dyads. For both pairs, boys saw the victim as more wrong. The figure analysis for victims yielded findings supportive of the general figure trends. As would be expected, girls rated the victim more wrong on the girl-hit-boy and girl-scold-boy pairs, and boys rated the victim more wrong on the boy-hit-girl and boy-scold-girl pairs. Also boys rated the victim more wrong on the girl-scold-girl pair which, in conjunction with the significantly lower rating by boys of aggressor wrongness in peer to peer interaction, would suggest (1) boys see aggression as potentially more justifiable and legitimate and (2) the victim may share a responsibility for, if not have provoked, the act.

Although there were no significant sex differences on either the status or set problem for the wrongness of child victims of adult aggression, the figure analysis yielded consistent results. Boys saw victims as more wrong more frequently than did girls, but these ratings were in girl victim dyads; that is, father hit daughter, mother hit daughter, father scold daughter, teacher scold girl, and policeman scold girl. As might be expected, the one dyad in which girls' wrongness ratings were higher was on a boy victim pair--teacher scold boy.

There were no significant sex differences for the wrongness of adult victims of child aggression on the status, set, and figure analyses. For victim wrongness on the sex problem, there were sex differences only on female attack female and male attack female; boys rated the victim as more wrong. This general finding held for the figure pairs in each grouping although for the former index only two of six relationships were significantly different, mother hit daughter and girl scold girl, and for the latter index there was no significant sex difference in the wrongness of a mother being hit by a son.

On the female attack male figure pairs, there were no significant sex findings which overall did not affect the index. These were the only pairs for which girls' ratings of victims were significantly higher than boys. Girls rated boy victim of hitting and scolding by girls as more wrong. This, taken in conjunction with boys' ratings of the wrongness of girl victims hit or scolded by boys, suggested a sex identification process affected children's ratings paralleling the process previously discussed for aggressor wrongness.

On the male-attack-male figures, there were no significant sex differences for victim wrongness ratings.

C. SES Differences

For the status problem, high status more than low status children felt that an adult aggressor attacking a child was wrong (Falk, 1959; Mussen & Naylor, 1954; Pope, 1953). On the set dimension, this significant finding held only for parent hit child. Also the set analysis indicated that low status children rated child aggressors scolding parents as more wrong than did high status children. The analysis by individual figure pairs expanded upon and clarified these results. For all four parent hitting dyads, high status children gave higher aggressor wrongness ratings. On the boy-scold-father and boy-scold-mother pairs, low status children rated aggressors as more wrong. Particularly, then, the figure analysis supported basic theories about class differences in family life. Lower class children appeared to be more conventional in their acceptance of the legitimacy of parental authority and much less democratic and flexible about family interactional styles (Dolger & Ginandes, 1946; Tuma & Livson, 1960). Some of their traditionalism also may be reflected in the fact that low status children were more judgmental than high status children about the legitimacy of girls employing scolding behavior against girls. Furthermore, although on the status and set dimension no SES differences were indicated for victim ratings, there was a significant difference on the mother hit daughter figure pair. Consistent with the SES difference on the wrongness of a mother hitting a daughter, low status children rated daughters more wrong than did high status children.

There were no significant SES differences on the sex problem for aggressor and victim ratings. The few SES differences for individual figures did not suggest any potential sex dimension trends. Consistent with previous discussion, class differentiation largely related to the relative status of the aggressor or victim.

D. Interview Data

The predominant belief for these urban white children was that rules were the same for boys and girls (see Table IVA). Most children (43), and significantly at grade 4, did not know or could not indicate which rules were different (see Table IVC). Only ten children felt that age and status accounted for differential applications of rules. More grade 8 children conveyed this sentiment. Only five grade 6 children observed that family rules were different for boys and girls, two grade 8 children felt that government rules differed, and one grade 8 child noted that childhood rules differed for each sex.

A typical array of answers were reflected in this grade 6, high status boy's disclosures:

> Well, like in my family, the boys would have different jobs and there are rules . . . I've got to mow the lawn and my sisters might have to clean the rooms. . . . But generally, the whole country and everything it would be that they are the same. . . . You know, if you can drive the car, you are as equal as the person next to you.

This grade 8, low status girl further elucidated these feelings:

> Well, some types of rules apply to the boys more than they do the girls. Such as rules about fighting and things like this, because boys usually fight more than girls. And rules about using things such as the iron or stove would apply more to girls, because they are more likely to be using that kind of thing. . . . Well, rules [are the same in] like things about no talking in

> school. . . . Well, these kinds of rules apply to both boys and girls because they need to do these things. Whereas the other type of rules are, well, they apply more to the person who commits the offense or of the person who is most likely to commit the offense.

The recognition of status levels as spheres of influence suggested awareness of differences in expectations, responsibility, and distribution of power related to age.

The primacy of status considerations on the interview question on differences in rule-applicability paralleled the major finding of the Figure analysis on the PAR. Differences between figure pairs revealed the crucial effect of the status dimension.

Summary and Discussion

Status was an important determinant of perceived aggressor wrongness. Adults attacking children were consistently rated as least wrong, i.e., most justifiable, while children attacking adults were rated most wrong. Children apparently identified status with legitimacy. Status considerations crucially affected children's judgments at all grade levels. Although in equal, peer-to-peer interaction older children saw aggression less negatively, for unequal dyads their assessments did not alter. Older children considered the justifiability of the behavior on child attack child, where status was not at issue.

Important developmental changes were suggested by the victim findings. Although child victims of adult aggression were seen as most wrong, with maturity children saw children attacked by adults as increasingly less wrong and adults attacked by children as increasingly more wrong. Older children did not recognize status as an absolute, infallible criterion for legitimacy. Concomitant with approaching adolescence, children interact more with the peer group and experience greater opportunities for role experimentation and social participation. This orientation is coupled with increased motives for autonomy; hence, equalitarian principles and a questioning attitude toward adult authority may emerge as salient.

Girl-boy differences toward aggression appeared on all status indices. Girls, socialized to be more conforming, affiliative and accepting of the legitimacy of authority, rated children aggressing adults and children aggressing other children more negatively than did boys. Furthermore, on the latter index, girls more than boys rated the victim less wrong, i.e., as wrongfully victimized. Boys, in contrast, reared to be more independent, assertive, and non-compliant, were more critical of and rebellious toward adults' aggressive and punishing activities.

Socio-economic status differences emerged on only one status index. High status children felt that adults attacking children were more wrong than did low status children. The influence of socio-economic status on socialization styles may result in high status children being more equalitarian and less obedient in interaction with authority figures.

Although role was not as salient a dimension as status and there was greater variance between than within status groupings, the analysis by status-role, i.e., set, clarified the status indices. Older children generally considered parents the least wrong aggressors, and conversely rated children most wrong in aggressing to parents. With maturity, children increasingly seemed to feel that child aggression in an intimate, familial situation was disrespectful and interpersonally disruptive. Yet, children recognized the "right" of parents, in comparison to distal authority figures, to scold and punish children. Unlike trends for the other authority figures, older children saw parents scolding as less wrong. In contrast to parents and the police, children ranked teachers as the most wrong aggressors and children as least wrong in scolding teacher figures. Evidently, children discerned teachers as low status, not very powerful authority figures and, in comparison to other adults, did not view their punishing actions as "right" and just per se or their being scolded as "wrong" and illegitimate per se.

There were only slight differences between victim wrongness ratings, particularly at grade 8. Consistent with the aggressor rank order, though, child victims of teacher aggression were rated less wrong and teacher victims of child aggression were rated most wrong. These findings supported the conclusion that teachers are not compelling authority figures and receive less deference.

An age difference emerged for adult aggressor wrongness on the set analysis. With maturity, children gave lower wrongness ratings to children scolding parents and police. Consistent with age patterns for victim wrongness ratings, this trend suggested that legitimacy and status are not synonymous.

With one important clarification, the sex differences on the set problem paralleled the status findings. Boys rated only parents, not policemen and teachers, more wrong than did girls. It was in relation, then, to the personal, proximal authority figure that sex differences appeared most vividly. Interestingly, boys and girls differed only in assessing parent scolding, not hitting. Girls may be so negative toward hitting, a culturally taboo behavior, that considerations of the action affected their judgments more than considerations of status, resulting in girls and boys seeing parental hitting similarly.

The importance of the family authority figure emerged again in terms of SES differences. High status more than low status children felt parents were wrong in hitting children, and low status more than high status children thought children were wrong in scolding parents. Particularly in relation to the family network and familial interaction, high status children may be socialized to hold more equalitarian values. The age by SES interaction for aggressor wrongness on the child scold police index suggested that SES differences in rearing practices and experiences may more generally develop different interactional styles.

Hitting was generally perceived as more wrong than scolding. For young children, status was more important than action, any parental aggression being more justified than any child aggression. By grade 8, however, children developed a more flexible, equalitarian view of authority, and the type of aggressive behavior became more important in determining aggressor wrongness. Hence, parents hitting children were seen as more wrong than children scolding children.

Children rated victim wrongness in terms of the type of aggressive action. Child victims of child hitting were less wrong than child victims of child scolding. Similarly, children physically punished by their parents were less wrong than children scolded by parents. Children may judge victims of hitting as less wrong because they view hitting so negatively that victims of physical aggression could not possibly be as wrong as victims of verbal aggression. Apparently the behavior involved crucially influenced children's assessments of the legitimacy of the victim.

The sex analysis indicated that children were more negative to female than to male aggression. These differences in ratings implied a strong cultural bias against female aggressive activity. Interestingly, though, differences were stronger at grade 4 than at grade 8, suggesting that American society socializes equalitarian values in children. Furthermore, with maturity, children saw all aggression except males aggressing females as increasingly less wrong. Although children at grade 8 still described this form of aggression as most acceptable, the fact that it remained stable while other aggressive dyads decreased in wrongness may mean that children gradually were internalizing an additional norm about the relationship between the sexes: overt experessions of hostility from a man against a woman may be somewhat ungentlemanly and inappropriate.

Children saw few, if any, substantial differences between the sex indices for victim wrongness ratings. Younger children rated female victims of male aggression more wrong than male victims of female aggression, but by grade 8 virtually no difference in victim wrongness remained, intimating that children applied equalitarian norms in evaluating males and females. Significant variation by age for victim wrongness ratings overall showed no striking trend. The decrease with age in aggressor wrongness resulted in less variance between aggressor and victim wrongness ratings. Evidently older children, adopting a more equalitarian, situation specific posture, saw aggressors and victims as equally wrong and equally responsible for the aggressive exchange.

Girl-boy differences were more illuminating than age differences on the sex problem. As might be expected from the sex differences on the status and set analyses, girls--socialized to be more affiliative, conforming, and pro-social--were more negative about aggressor wrongness than were boys on the same sex indices: female attack female and male attack male. On the cross-sex dyads, though, sex identification influenced children's assessments. Children rating opposite sex aggressors gave higher wrongness ratings than children rating same sex aggressors. Consistent with response patterns on aggressor ratings, boys tended to rate female victims as much more wrong than did girls.

The figure analysis demonstrated the determinative relationship between status and sex of aggressors and victims. For example, although with maturity child aggression against a child declined in wrongness, boys physically and verbally aggressing girls were not more justified. The sex of the aggressor apparently affected children's generally reciprocal and liberal attitude toward aggression in equalitarian situations; it was inappropriate and perhaps conflicted for a boy to aggress to a girl. Similarly, sex of the victim affected children's aggressor wrongness ratings for parents and teachers aggressing children. Older children assessed authority figures as more legitimate and less wrong only in aggression directed against boys. With age, children apparently believe boys, not girls, do "bad things"; hence, the authority figures were considered less wrong and more appropriate or just in chastising them.

Just as the sex of the figure clarified status relationships, so status clarified sex patterns. Considerations of status decisively affected children's judgments of both aggressors and victims. Although the sex analysis revealed that females attacking females were rated less wrong, the decrease in aggressor wrongness occurred only on the girl scold girl dyad where status could not affect assessments. Furthermore, for all sex indices, divergent age patterns in victim wrongness highlighted the importance of status. With maturity, children judged high status victims in unequal paired encounters as more wrong, but rated low status victims as less wrong. As discussed previously in the status analysis, older children tended to evaluate high status victims as more wrong and were less likely to equate authority with legitimacy regardless of the sex of the figures.

Figure clarification of the status, set, and sex problems also articulated the effect of sex role identification on children's judgments. For both the child attack child figure pairs and the adult attack child figure pairs, identification processes were operative. Girls, revealing their pro-social, affiliative socialization, rated aggressors more wrong than did boys on the same sex, equal status dyads. However, on the cross-sex, equal status indices, girls ranked boy-to-girl aggression higher and boys ranked girl-to-boy aggression higher. Similarly, sex identification affected boys' judgments for adult wrongness in attacking children. Boys perceived adults more wrong in interactions in which boys were being castigated. Apparently, boys were more autonomous and rebellious in their behavior vis-a-vis authority figures and more strongly identified with the victims in judging aggressor wrongness. Sex differences in victim wrongness ratings paralleled the sex identification pattern found on aggressor ratings. Girls and boys condoned child victims of the same sex and condemned child victims of the opposite sex in peer-to-peer and adult-child interactions.

On the sex indices, just as on the status indices, the effect of sex identification was more pervasive in equal interactions. On the peer-to-peer dyads, when status considerations did not affect children's judgment, sex identification processes emerged more clearly. On these indices, in evaluating both aggressor and victim wrongness in cross-sex aggression children rated their own sex more positively. For the same sex aggression, girls remained more critical and negative about aggression.

Sex differences on the sex indices also revealed the importance of status considerations. Girls were more conforming and accepting of authority figures. In unequal dyads, regardless of sex, low status aggressors were rated more wrong by girls and high status aggressors were rated more wrong by boys.

Also significant SES effects indicated the differential influence of background considerations. Socio-economic status differences emerged on the family interaction indices implying that on both aggressor and victim ratings low SES more than high SES children were more accepting of authority and disparaging of independent, non-conforming behavior by children to parental figures.

Status and sex seemed to crucially affect children's perceptions. Girls and boys and younger and older children clearly attended to these characteristics in judging wrongness. Further work systematically varying status and sex dimensions would articulate the saliency of each and the interaction between the two.

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United States: Black Sample

Effect of Status

The results of the aggressor ratings confirmed the hypotheses. Black children saw adult aggression toward a child as much less wrong than child aggression to peers and to adults. Child aggression to adults was seen as most wrong, i.e., least justifiable. Furthermore, the large differences in aggressor wrongness between the three status groupings were maintained across grade levels. (See Figures P12 Sex, P16 Sex, P12 SES, & P16 SES).

Black children tended to view aggressive action in terms of the status of the aggressor relative to the victim. The rank order of aggressor wrongness suggested that children justified the behavior of authority figures. If in the dyad the aggressor had higher status, he or she was perceived as less wrong whereas low status aggressors were seen as most wrong. For aggressor ratings, children generally identified status with fairness (Hess & Torney, 1965; Minturn & Lewis, 1968).

The results of the victim ratings were more complex. A status-orientation was not consistently operative in the children's ratings of the wrongness of the victim. In assessing victim wrongness, unlike aggressor wrongness, children tended to be conflicted about, if not questioning of, traditional values toward the legitimacy of authority. The rank order hypotheses were not confirmed at any grade level. Although cross grades in the equal status, child attack child dyad the victim was rated less wrong than on the other status indices, in unbalanced dyads the relative wrongness of the victim shifted with age. Younger children felt that a low status victim--a child being attacked by an adult--was most wrong; however, by grade 8 the high status, adult victim was seen as much more wrong than the low status, child victim. Young children appeared to be status-oriented and to respect authority relationships (Emmerich, 1961). A child must have done something very wrong to be punished by an adult, and an adult victim--an authority figure--could not possibly be as wrong as the child victim. The responses of older children reflected a more equal perception of power relationships (Hess & Torney, 1965; Meister, 1956). They felt high status victims were not per se any less wrong than low status victims. Apparently, with increasing age there was a push to equality suggesting developmental changes (Kohlberg, 1963a, 1963b; Piaget, 1948).

Children seemed to become increasingly more confident in themselves and more skeptical of adults. Developmental theory would argue that the older children had a clearer perception of their own identity, a stronger motive for independent behavior, and a more questioning attitude toward the justification of adult action (Dubin & Dubin, 1963; Kohlberg, 1963b). Older subjects did not necessarily equate status and power with fairness and justice. By grade 8, adult victims of child aggression in fact may be wrong; whereas child victims of adult aggression, in comparison, were not automatically seen as wrong.

Developmentally these children showed a common pattern of rejection of adult authority or rightness; however, the more salient effect was the reversal from grades 4 to 8 in the wrongness of the adult victim and the child victim. It may be that black children experienced adults behaving more arbitrarily and unfairly and, therefore, saw the adult victim as less justified and more deserving of the aggression he or she was receiving. For older black children, a cognitive process parallel to that employed by black young children may be operative. Now it was the adult who must have done something very wrong to be punished by a child. Younger and older blacks apparently reacted stereotypically to the status and not situation specifically (Adorno, Frenkel-Brunswick, Levinson & Sanford, 1950; Christie & Jahoda, 1954; Pettigrew, unpublished). Older children, like younger, appeared adamant and rigid about "rightness." If in fact the cognitive set were virtually the same for older and younger children, this would exemplify the retardation effect of class and culture (Kohlberg, 1963a, 1963b). (See Tables P12 & P16).

A. Age Differences

There were significant age changes on aggressor wrongness for all three status groupings. Older children tended to rate the aggressor as less wrong. On the adult-attack-child and child-attack-child dyads the decrease in perceived wrongness with increasing age followed a linear progression. There was a curvilinear relationship, though, for child-attack-adult such that a slight increase in perceived wrongness from grades 4 to 6 was followed by an extreme decrease from grades 6 to 8. Older children evidently tended to be less judgmental toward and more accepting of aggressors regardless of the status relationship. They felt that aggressive actions of hitting or scolding could be justifiable or not depending on the situation. With age, children may be exposed to a variety of situations in which aggressive behavior is in fact an appropriate response; hence, discerning reasons behind aggressive activity, they justified such behavior more readily (Dubin & Dubin, 1963, Parsons, 1955).

Although children had an increasingly more tolerant attitude toward aggressive behavior at higher grade levels, across grades they rated adults as the least wrong, i.e., most justifiable, aggressors. Children generally acknowledged the right of adults to punish children (Dubin & Dubin, 1963). Although with older children this tendency was less pervasive on the victim ratings, as evidenced by the aggressor ratings there remained some equivalence between status or power and justification--adults' actions were still the least wrong (Jenkins & Lippitt, 1951).

For victim ratings, there was a significant grade change for two status relationships: child attack adult and child attack child. With age there was an increase in the victim wrongness in both of these dyads. In the former there was a striking linear progression, whereas with the child as victim--the equal status index--the relationship was less extreme. These findings supported the explanation presented in the rank order discussion. Although older blacks still evaluated the wrongness of victims stereotypically, they were less likely to justify behavior based on power or status alone.

B. Sex Differences

In terms of aggressor wrongness, sex was a significant variable for only one status relationship. For the child attack child pair, girls saw the aggressor as more wrong than did boys. Although there was a significant effect on only this one relationship, the trend on the other two indices seemed to indicate that girls generally saw aggressors as more wrong than did boys (Gardner, 1947; Lansky, Crandall, Kagan & Baker, 1961). This difference may reflect the socializing of girls to value aggressive action less and prosocial activity more than boys (Hartley, 1960; Sears, 1961; Sears, Maccoby, & Levin, 1957). Such differential perception of aggressive activity would seem to be intimately linked to general sex-role identification patterns (Kagan, 1958; Kagan, 1964; Parsons, 1948).

There were no significant sex differences for victim ratings on the status indices.

C. SES Differences

There were no significant SES differences for either the aggressor or victim ratings on the status indices.

D. Interview Data

Being a child or an adult presumably affects children's perceptions of the applicability of rules and the inevitability of detection in instances of transgression. Status considerations are crucial to an understanding of the power structure and the rationale for reasonable actions.

The vast majority of the black children (55) felt that "some rules are the same, some are different" when asked "Are rules the same for adults and children?" This judgment held across the grades (see Table IVB). A small number of children (6) felt that no rules were the same; only two felt all were.

These findings were consistent with the PAR status analysis wherein children seemed to apply differential standards in determining the legitimacy of adults' and children's aggressive behavior. Children manifested a strong propensity to equate adult status with being "right" or with justifiable aggression and disciplining. In rating similar situations, children were more inclined to judge other children as more wrong, underscoring the internalization of different sets of rules for children and adults. For example, children scolding other children--equal interactions--were judged much more wrong than adults scolding children.

Also as indicated on the PAR status ratings, older children seemed to apply similar criteria in assessing the "wrongness" of victims. Equalitarianism increased in importance: the equating of status and legitimacy somewhat decreased in salience as children matured. This trend was indirectly reflected in the interview response that "no, rules were the same" for adults and children: four of the six responses were at grade 4, suggesting a declining difference for standards governing the behavior of status groups.

Essentially then, the expressed differences about rule consistency revealed that status was an important element. Evidently, differential role expectations for children and adults circumscribe their respective activities in similar circumstances. The relationship between rules and status was clearly reflected in this low status, grade 8 boy's treatment:

> Father told the children not to go outside but the father is grown and can go outside most any time he wants to. That children have to do what the parent said most for their own good and parents--their rules are larger. They are concerned more with the worser problems in the world.

The reasons for the variance seemed related to notions about the power and responsibility of adults in providing models and setting standards, thus socializing the child. This high status, grade 6 boy's inferences were also illustrative:

> Your father's supposed to support the whole family and your mother's supposed to stay home and watch the children. They have more responsibility. . . . Kids have less responsibility.

The certainty of detection was proclaimed by a substantial majority of children (50) who felt that rule-breakers got caught "most of the time" (see Table VIIA). This reaction to "Does someone who breaks rules always get caught?" held across age groups. Only nine children gave an unqualified "No." Overall, these children believed that transgressions usually were noticed. Status considerations did not enter into the detection question. However, the PAR data suggested that children violating the rules of authority, i.e., high status, were more likely to be detected or judged wrong than children committing offenses in peer-to-peer interaction.

Children's responses to "Do some children get away with breaking rules?" elicited greater variation and did not fall basically into one major category (see Table VIIB). The most frequent response, elected by 25 blacks, was that discovery was avoidable "when circumstances permit." Significantly more grade 6 than grade 4 children gave this response, but the frequency dropped again by grade 8. Personality characterizations accounted for 17 responses: some children got away with breaking rules because they were "clever, sneaky, or sly." Perhaps experience and exposure caused more grade 8 than grade 4 and more low status than high status children to feel that "smart" or "devious" people more easily evaded detection. Although these children felt that justice would prevail and detection was assured, i.e., rule-breakers will get caught "most of the time," they also revealed "faith" that, in childhood, detection was evadable "when circumstances permit." This response pattern suggested the existence of a "legal moratorium," a testing-time for certain "freedoms." Clearly in both general (see Table VIIA) and adult specific situations (see Table VIIC) rules were seen as more strict, enforcement as more stringent, authoritative relationships as more definitive. In short, "circumstances" were less lax for adults.

For these reasons black children's answers to "Do some adults get away with breaking rules?" showed even greater variability than on the child-relevant version. The same number of children (17) saw the coping and personality styles of "clever, sneaky, or sly" as instrumental in avoiding detection, and this response ranked as more important for adults than children (see Table VIIC). In identifying the "clever" ones, a low status, grade 8 girl said, "The smart ones that has planned every step of the thing out."

Children's success in rule-breaking was more often related to permissible circumstances than adults' (11). If adults escaped detection, it was because of police laxness, i.e., "nice policemen," or adult irresponsibility. This high status, grade 8 girl described the situation:

> Because when people see them do it they do not call the police and they're the only people who can stop them from doing it. When they have a nice policeman.

For some children, however, adulthood meant less opportunity for exposure and for others more. This was reflected in the 26 children--13 each--who gave unspecified "No" and "Yes" answers. Undoubtedly, these responses were related to differential perceptions of adult power and probably to their views about adults as models and "norm-setters."

In comparing responses to the questions "Do some children get away with breaking rules?" and "Do some adults get away with breaking rules?" differences centered around circumstantiality and expectations. Individual ingenuity functioned for both children and adults and seemed related more to personality than status.

The concept of a legal moratorium was again suggested by the PAR status findings. Both aggressors and victims on child attack child were rated as much less wrong than child aggressors or victims interacting with adults. Among peers, children were permitted greater flexibility of behavior and freedom. Contextually, children are afforded the opportunity to develop senses of rules and fairness as well as define age- and status-appropriate roles and standards for behavior. In situations of social participation and role-taking children "learn" about appropriate norms of constraint and aggression.

Further supporting the notion of a legal moratorium, 38 subjects felt that children more than adults have leeway to break rules (see Table VIIE). Significantly more grade 8 (15) than grade 4 (8) children held this view. Among those who cited the children's advantage were a grade 4, low status girl "Little kids are slicker than grown-ups"; a grade 4, low status boy "They only break the little rules"; and a grade 4 high status girl "Usually a child from five to twelve tries to do silly things; little things that you don't really notice it and they get away with it." Only seven children felt that adults had more leeway; significantly more of them were younger.

Congruent with age patterns for victim wrongness on the PAR, younger children, because of lack of experience and a sense of the overwhelming "rightness" and "power" of adults, saw them as more capable of diverting the setting to their benefit. Although these urban blacks recognized that everyone (i.e., you or someone) will inevitably be caught for infringements, they also were cognizant of flexibility in judgments. As children matured, they came to recognize the allowances children are given.

The pattern of responses across the questions reflected some unwritten expectations and assumptions about the less responsible status of children. Children are allowed, perhaps expected, to break rules; they are certainly excused more readily and not held responsible by peers or adults, jury or society--the legal moratorium.

Effect of Status and Role

Since the effect of status might have varied with the identity of the authority figures, the data were analyzed in terms of specific status roles. Differences by role should clarify children's perceptions of authority figures.

As the status hypotheses suggested, children scolding adults were worse than adults scolding children for each paired set of indices. Although not all of the rank order hypotheses for aggressor wrongness were confirmed, the rank order was stable across all grade levels. The equal status pairs--children aggressing to children--held an intermediary position between the unequal groupings of children aggressing to adults and being aggressed by adults of different roles. The rank order hypothesis on children involved in scolding was not confirmed. As expected, children engaged in scolding activity were felt to be the least wrong when aggressing to other children. Contrary to hypotheses, though, children saw children as most wrong in scolding parents, then policemen, and then the teachers. The hypothesis on adults scolding children also did not hold. On the adult figures, the order of aggressor wrongness, from most to least wrong, was teachers, policemen, and parents. Notably, children scolding parents were perceived as most wrong while parental scolding was the most justified instance of scolding behavior. Teachers and policemen may be identified as memebers of the power structure causing children, particularly older children, to see aggression by them as more wrong than aggression by parents and in like manner aggression by children toward these authority figures as less wrong than aggression toward parents. Further implications of children's differential orientation to parents are developed in the analysis of grade differences.

In terms of victim wrongness ratings the rank order was extremely unstable with age. As with aggressor ratings, generally the hypotheses were not confirmed. Only children being scolded by other children--seen as least wrong--remained constant for all ages.

As trends in the status analysis indicated, across grades for adult victims there was a significant increase in wrongness and for child victims there was a decrease in wrongness. Children showed almost a complete reversal in ranking figures on victim wrongness from grades 4 to 8. At grade 4, children being scolded by adult authority figures were rated as the most wrong. By grade 8, however, adult authorities, as victims, were rated the most wrong. Previously, in the rank order discussion of the status section (p.U.S.40) possible reasons for this change were elaborated upon. Frequent negative inputs in encounters with adults may have caused older blacks increasingly to perceive adult victims as getting what they deserved. This response set may indicate that cultural experiences have retarded the cognitive development of black children (Kohlberg, 1963a, 1963b).

It is obvious that the status of the victim was the major operative factor affecting ratings; in comparison, role was not as salient a dimension. The differences in role-specific victim wrongness ratings were extremely small. For the adult victims, there was a shift in rank order such that in the child scold parent interactions the parent at early age levels was seen as less wrong than other adult figures and by grade 8 the parent was ranked as most wrong. Also for the child victims there was a change in rank order. By grade 8 children scolded by parents were seen as more wrong than when scolded by other adult figures. (See Tables P10 & P14).

A. Age Differences

On the aggressor ratings there was a significant grade change for all nine of the set indices. With an increase in age there was a concomitant decrease in aggressor wrongness in the following interactions: (1) parents hitting children, (2) children hitting children, (3) parents scolding children, (4) children scolding children, (5) teacher scolding children,

(6) children scolding teacher. There was a curvilinear relationship in the children scolding parents (7) and children scolding policemen (8) dyads. In both of these interactions, though more particularly in the latter, from the increased wrongness at grade 6 there was a rapid decrease in aggressor wrongness at grade 8 below the grade 4 level. The wrongness of policemen scolding children (9) also followed a curvilinear grade trend. In this interaction wrongesss decreased from grades 4 to 6 and increased from grades 6 to 8.

The general trend, as noted in the status section, was that as children got older they perceived aggressive behavior by adults and children as less wrong. At grade 4 ratings of children aggressing adults did not differentiate between the role of the adult figures. By grade 8, however, an interesting divergence by role emerged: children scolding parents were rated as much more wrong than were children scolding the two other adult figures. Also by grade 8, parents scolding children were seen as very justifiable, i.e., much less wrong than both teachers and policemen. It may be that older children perceived scolding as an intimate interpersonal punishment technique that is appropriate for personal, familial high status figures to employ while at the same time (1) it is inappropriate and disrespectful for a child to function in the child-parent dyad in the same way, and (2) it is a more demeaning and not as justifiable a mode of aggression when used by official, impersonal, and more authoritative authority figures.

Consistent with the findings in the status section, the wrongness of adult victims being scolded by children increased significantly from grades 4 to 8. This was the case for all three adult roles: teacher, policeman, and parents. As was explained in the status section, these increases in adult victim wrongness with age reflected developmental changes in identification from adults to peers and, hence, changes toward greater autonomy in behavior (Eisenstadt, 1962; Erikson, 1950; Kinch & Bowerman, 1951). Furthermore, these assessments may have suffered generally from a rigidity and reaction formation regarding adult power.

Overall, as indicated in the status section, there were no significant grade differences in the wrongness of children being hit or scolded by adults. In the case of police scolding children, though, there was a significant curvilinear relationship indicating an increase in child wrongness from grades 4 to 6 and a rapid decrease from grades 6 to 8. This finding suggested that, although black young children experience some motive to comply with and justify the authority of the rule enforcer--the policeman--with age certain situations may have resulted in a growing distrust and ambivalence (Lohman & Misner, 1966; Report of National Advisory Commission on Civil Disorders, 1968) and hence an increased feeling that children as victims may be justified. Also children aggressed by other children tended to be rated more wrong at grade 6 than at grade 4 although there was a leveling off from grades 6 to 8. Particularly in equal interaction, i.e., peer to peer aggression, older children might have realized that the victim of aggression was not necessarily "right." For older children aggression may have become a more justifiable and appropriate mode of behavior in problem solving with status equals.

B. Sex Differences

In terms of aggressor wrongness, there were significant sex differences on child hit child, child scold teacher, and child scold policeman. Girls rated the aggressor as being more wrong than did boys (Hartley, 1959). These findings refined trends suggested by the status analysis. More specifically, girls gave higher ratings than boys to children aggressing non-parental authority figures. To more formal, less personal authority figures, girls more than boys responded in a conventional and socially acceptable way (Kagan & Moss, 1962; Kelman & Barclay, 1963). Scolding of parental figures evidently did not elicit differences in response styles.

Also on child hit child, girls saw aggressing as more wrong than did boys. This difference was found only for hitting and not scolding behavior between peers. Not surprisingly, girls exhibited greater tolerance for scolding than hitting behavior (Durrett, 1959; Muste & Sharpe, 1947). Again the set analysis elucidated the status analysis results. Although there was a significant sex effect on child attack child, the set analysis demonstrated that the major source of variation was due to the hitting, not scolding, index. Girl-boy differences in child-rearing may explain these differential sex-linked attitudes toward physical aggression (Blake & Mouton, 1961; Minturn & Lambert, 1964; Sears, 1961; Sears, Maccoby & Levin, 1957).

C. SES Differences

For aggressor indices, the only significant SES difference was on the wrongness of police scolding children: lower class more than middle class blacks felt policemen aggressors were wrong. This finding, taken in conjunction with the significant age increase in aggressor wrongness on this index, confirmed the probable impact of a primarily lower class minority group experience with police and other authoritative officials. Black children of lower class background may have had direct exposure to and/or indirect observations of arbitrary, illegitimate, or inauthentic modes of police behavior (Levy, 1968; Marx, 1967; Report of National Advisory Commission on Civil Disorders, 1968) and therefore, more than the middle class blacks, they tended to view policemen aggressors as more wrong.

D. Interview Data

Although questions on consistency were intended to elicit perceived differences in the application of rules to adults and children, except for government-related figures, the frequencies for various figures--parents, teacher, and peers--were very low. Therefore, a comparative analysis of children's differential perceptions of authority institutions was not possible (compare Tables IVD and IVE). Children primarily saw the rules of government, i.e., national or communal, as applicable to both children and adults. The rules of school, friends, and family did not extend to both status groups in the same way. Since only the "government" governed both groups equally, it was the most relevant, hence the most frequent, response. These black urban children felt that governmental rules at all levels were both the most consitent (47) and most different (41) for children and adults. Apparently both skepticism and sophistication governed their perspective on the equality of the law. The feeling that rules were differentially applicable to adults and children was reflected in the response of a grade 8, low status boy:

> "The government can draft grown-ups into the service, but children don't have to be drafted" and, again, in the descriptions of this grade 8, high status girl "You're not supposed to smoke or buy cigarettes until you're a certain age, and driving automobiles until you're a certain age, and giving children alcoholic beverages."

The consistency was evident in this grade 6, low status boy's response "Grown-ups and children must obey policeman" or this grade 8, high status girl's rejoinder "The ten commandments and the traffic."

One interesting response emerged on the rule-consistency question. For 17 children rules governing acts of violence, assault and theft, or other "serious" offenses were seen as consistently applicable across the status groups (see Table IVE). One grade 8, low status boy reviewed the assumption of equal justice and parallel rule applicability for serious crimes in this way:

> I think the rules in some strange way they mostly involve everybody from 5 year old to grown-up. Because, like, you work in a bank and took from the bank that would be a bad rule. If you was a child and stole from a store it would almost be the same and it would be something that you shouldn't do unless you would have to do it.

Views on the enforcement and punishing powers of particular figures, i.e., father, mother, policeman, or teacher, had crucial implications for children's perception of aggressor wrongness on the set problem. Overall, parents, particularly mother, emerged as the most important or powerful figures for rule enforcement (see Table VIA). However, the age trend by authority figure was the more salient finding. The chief trend reflected the decreasing power of the parents, e.g., mother decreased from 21 to 16, and the increasing power of the policeman to enforce rules, i.e., policeman increased from 9 to 14. For younger children, parental figures had the greatest significance in demanding compliance. For older children, while the parental figures remained important, the law enforcement official increasingly became capable of influencing action and demanding compliance.

Consistent with PAR findings, parents, as the most powerful and legitimate rule-enforcers, were least wrong, i.e., most justified, in meting out punishment. With age, these children also saw the policeman as increasingly powerful and as less just or more wrong in aggressing or punishing children. These parallel patterns implied that black children perceived parents, especially mother, as more legitimate or justified and police as more coercive. As suggested on the police scold child index, black children may have been exposed to more arbitrary and peremptory actions. These experiences, in turn, may cause them to distrust and reject the police as justified while simultaneously accepting and recognizing the power of the position.

No other figures were chosen as potent rule-enforcers by more than a few children. In fact, peers are not mentioned. In comparison, on "Who cannot make you follow a rule or law?" peers emerged as the major choice (24) and no adult authorities were elected (see Table VIB). Generally these children found other children, i.e., younger children and siblings, relatively impotent although peers were considered less powerful at grade 4 than grade 8. This grade 4, high status boy's statement conveyed the impotency of equals in enforcing rules "Anybody younger than me or anybody the same age."

Overall the PAR and PNI analyses suggested movement away from adults and increased importance of peer groups (1) as socializing agents affecting children's behavior and judgment, and (2) as legitimate sources of inter-system support. But peers never fully attain the level of rule-enforcing power of home, school, or police figures. Clearly, social relationships do not affect compliance as successfully as those which control the punishment and reward system. That significantly more girls saw peers as less important was consistent with girls' predilections toward conformity and general orientation to follow adult authority figures and mandates, as also demonstrated by the sex differences on the PAR and PNI.

Regardless of age, sex, or socio-economic status, 35 black children answered "Who is it worst for you to be punished by?" by electing policeman (see Table IXA). Children may have been more fearful of police punishment both because the police were powerful and because, as the PAR analysis revealed, children increasingly saw the police as more wrong, i.e., less justified, and perhaps more arbitrary in their punishing behavior. Social influence, i.e., bad reputation, was not as important in estimating why punishment was bad. Rather, withdrawing rewards or extracting "costs" may have been related to 54 children citing severity of punishment as the main reason for fearing adult retribution (see Table IXE). This grade 6, low status girl's explanation "He might send you to Juvenile home," this grade 8, low status boy's view "He would take you to jail or take you to the police station and beat you with his blackjack," and this grade 4, high status boy's opinion "The fine is very high to try to get you out of jail" supported this inference.

Black children answered "Who is it least bad for you to be punished by?" by choosing teacher most frequently (33) (see Table IXB). Older children feared the teacher's punishment least. Across grades, teacher was not seen as powerful. In fact, selection of the teacher as the authority least bad to be punished by suggested that teacher impact was trivial and threat of punishment minimal. Teachers, after all do not have recourse to severe punishment and with age children become less fearful. Also the PAR analysis revealed a similar perception of the teacher figure. Teachers seemed to be considered the low status authority figure; they were most wrong in aggressing or punishing children and children were least wrong in demonstrating aggression to them.

Mother and policeman were chosen most frequently for "Who is it worst for you to punish?" (see Table IXC). Significantly more older children felt that it was worst to punish mother, while significantly more younger children felt that punishing police was worst. In answering "Why is it worst to punish?" 21 children did not know "why," severity of punishment and affiliation and support were the most frequent responses for 16

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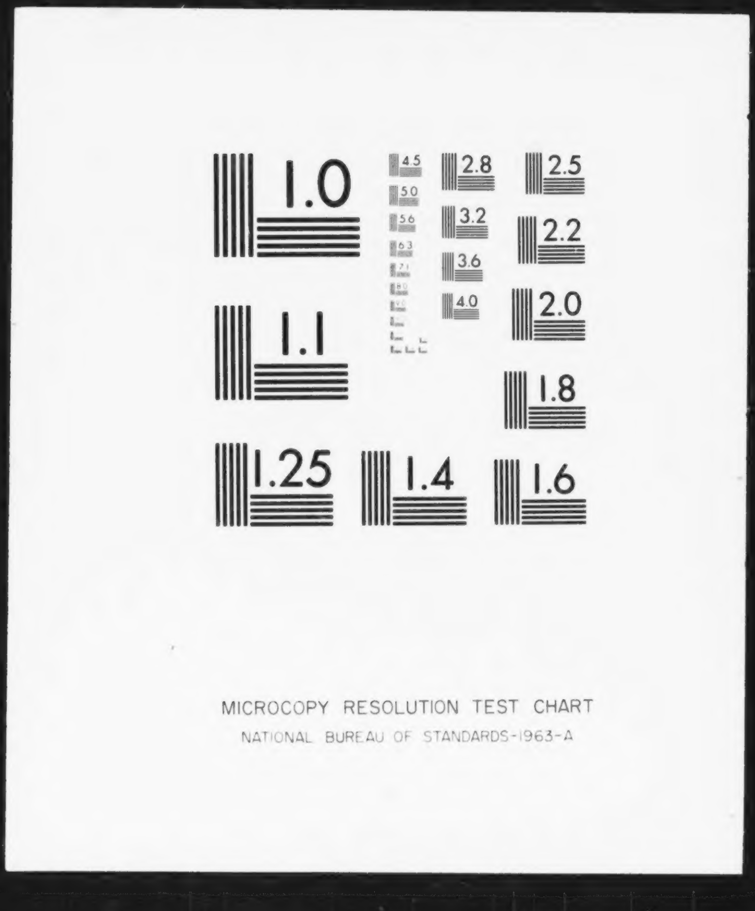
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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

and 13 children respectively (see Table IXG). Concomitant with the increase of mother as the worst figure to punish, reasons of love and help also increased in importance. The police decrease suggested that reasons of severe punishment were less compelling for older children.

These trends were consistent with the PAR rank ordering on the wrongness of children scolding adults. Children, most dramatically by grade 8, rated children scolding parents as much more wrong than children scolding either policemen or teachers. Older children thought it was wrong, i.e., inappropriate and disrespectful, to punish parents. Their response to the interview question underscored their increasing conviction that it was worst to punish mother because of the personal, intimate, affiliative and supportive nature of the relationship. At younger ages, police was the worst figure to punish and severity of punishment the most frequently indicated reason, suggesting that grade 4 children interpreted worst not only as most wrong but as most fearsome and troublesome. The reasoning behind the choices was indicated by this grade 6, high status girl who chose parents, "Because they are closest to you," and this grade 6, low status boy who selected mother, "Because she's the one who trusted me the most."

Also consistent with the PAR findings, teacher (24) and policeman (21) were seen least bad for children to punish (see Table IXD). The frequency of these choices was substantially more than for the familial authority figures. Although the grade differences were not significant, the reverse age pattern for worst to punish observed in mother and policeman selections was consistent with the above: older children increasingly elected police; mother was selected only by the younger children.

Effect of Action

Paired hitting vs. scolding indices provided a stimulating contrast for analyzing children's perceptions of the relative wrongness of hitting and scolding for comparable figures: parents and children.

For the paired aggressor indices both hypotheses were confirmed. Parent hitting was seen as much more wrong than parent scolding children. In like manner, children hitting other children was more wrong than children scolding other children. Although generally hitting was considered more wrong than scolding (Lesser, 1959; Minturn & Lambert, 1964; Minturn & Lewis, 1968), black children expressed some confusion between status and action. Children's aggression, whether hitting or scolding, tended to be more wrong than any parental aggressive action. Históricaliy many black children have been socialized to adopt a compliant, servile and deferent position which was believed to be a guideline for assimilating into the mainstream of American society (Clark, 1967; Moynihan, 1965). Therefore, to find that children's responses reflected some ambivalence between status and action was not at all surprising. Their cognitive style certainly may be oriented to accepting high status aggression, in this case parental aggression, more readily even if the vehicle of attack is physical aggression.

For the paired victim indices the hypothesis was not confirmed. There was no difference in the wrongness of children as victims when being hit or scolded by other children. Although children hitting children was worse than children scolding children, the victims, the recipients of physical and verbal aggression, were equally wrong.

However, children being scolded were seen as more wrong than children being hit by their parents. Children may perceive of hitting as such a negative punishment technique from authorities, that victims of parental hitting could not possibly be as wrong as victims of scolding, a verbal rebuke. Or scolding may be seen as more severe and meaningful.

Effect of Sex

Generally the sex problem did not present many additional insights for understanding grade or SES differences in children's perceptions of the wrongness of aggressors and victims. It was, though, a useful approach for clarifying girl-boy differences. (See Figures P11 Sex, P15 Sex, P11 SES, & P15 SES).

On both the aggressor and victim ratings the hypotheses were only partially confirmed. The rank order of aggressor wrongness was highly unstable across grade levels. Moreover, children saw few, if any, substantial differences between the sex indices. The main differences in the wrongness ratings occurred between the sets at grade 4 rather than grade 8. For example, at grade 4 female aggression was perceived by children as more wrong than male aggression. This difference in aggressor wrongness may reflect a cultural bias rejecting the expression of female aggression (Barry, Bacon & Child, 1957; Hartley, 1960; Kagan, 1964; Kohn, 1959; Minturn & Lambert, 1964; Parsons, 1948; Sears, 1951). By grade 8, there was a change in the rank order affecting the relationship found at grade 4. The actual difference between indices was so slight that a strong reading of the rank order would be ill-advised. According to the rank ordering without regard for the extent of difference, aggression directed at the opposite sex was seen as more wrong than aggression toward the same sex. The basic ideas of sex role identification would be useful in explicating this shift in rank order. With increasing heterosexual social behavior, older children gradually internalized a stronger cross-sex affiliative sentiment and concomitantly may have become more negative about cross-sex aggressive activity (Coleman, 1961; Erikson, 1950; Kinch & Bowerman, 1959). The two hypotheses proffered to explain in part the aggressor rank order were only somewhat confirmed. Although at grades 4 and 6 the aggressors in female to female aggression generally were worse than aggressors in male to male aggression, the validity of this hypothesis did not hold up well from grades 4 to 8. By grade 8, black children saw male and female aggressors involved in within-sex aggression as equally wrong. A similar difficulty arose in evaluating the second rank order hypothesis. At grade 4, male to female and male to male aggression were rated the same, but by grade 6 and more clearly by grade 8 male attack female aggression was worse than male attack male aggression. As previously implied, part of the problem in evaluating these hypotheses related to the low variance between sets. For example, at each grade level black children gave two of the four paired relationships the same aggressor wrongness rating.

There was even less difference between the sex indices on the victim ratings than on the aggressor ratings. Although the rank order was relatively stable across grades, the actual difference in victim wrongness scores was extremely small. Again, this limited the interpretation of the rank order hypotheses. Within these limits, black children perceived males being attacked by males as most wrong and females being attacked by males as least wrong. This finding was directly opposite from what was hypothesized. It may be than black children perceived a male victim under attack by a male, either vergal or physical aggression, as more likely to have been (1) motivated to participate in such a foray and (2) to be more responsible, i.e., as wrong as the male aggressor (Buss, 1963). The other hypothesis was partially confirmed. At grades 4 and 6 the victim in female to male aggression was rated more wrong than the victim in female to female aggression. Again, the extreme closeness of the victim ratings made evaluation or interpretation of the victim findings extremely tenuous.

In both the aggressor and victim analyses, ratings for sex indices were overwhelmingly more alike than different. Regardless of the sex of the victim or of the aggressor, the wrongness ratings were virtually the same. The fact that greater differences between male and female ratings were observed at grade 4 rather than at grade 8 strongly suggested that the culture socializes an equalitarian orientation in terms of males and females (Cohen, 1961; Kinch & Bowerman, 1951; Parsons, 1955; Tuddenham, 1952). If anything, with increase in age children saw little or no difference between the wrongness of victim and aggressor figures combined according to sex. Overall, older children's ratings reflected a rejection of a belief system that would acknowledge sex as a significant determinant of the legitimacy of certain activity. (See Tables P11 & P15).

A. Age Differences

On the aggressor ratings for all sex indices there was a significant decrease in the wrongness of aggression with age. This decrease was even more noticeable for female aggression than for male aggression. Combining the figures according to the sex of aggressor and victim did not really refine or clarify pervious findings on aggression. Regardless of the sex of the aggressor or whether he or she attacked the same or the opposite sex, older children perceived him or her as less bad. Older children were less likely to view aggression negatively. Possibly they evaluated it as an effective and useful coping behavior. Moreover, the comparatively sharper decrease with age in female aggressor ratings brought them more in line with male aggressor ratings at grade 8, corroborating the theory that a cultural value of sexual equality was being transmitted and internalized by children (Hess & Torney, 1962).

With the victim ratings, too, there were significant grade changes for all sex indices. For males attack males, males attack females, and females attack females there was a linear increase with age on ratings of victim wrongness. The increase was substantial between grades 4 and 6 but leveled off between grades 6 and 8. On the other sex index--female attack male--the relationship was curvilinear such that an extreme increase in victim wrongness from grades 4 to 6 was followed by a slight decrease from grades 6 to 8. Victim wrongness ratings for all sex indices were almost identical, and here again the analysis by sex indices did not reveal divergent patterns. Victim wrongness ratings were generally lower than aggressor ratings at grade 4, but at grade 8 victims were seen about as wrong as aggressors. Older children were seemingly more accepting of aggression as a potentially legitimate and justifiable activity.

B. Sex Differences

There were significant sex differences on three of the aggressor indices; male attack male, male attack female, and female attack male. Girls rated aggressors significantly higher than did boys on both male aggressor indices. Girls and boys particularly diverged when rating male aggressors attacking females. On the other hand, boys gave higher ratings than girls on female attack male. Generally girls, regardless of the sex of the aggressor, saw the aggressor as more wrong than did boys. The within-sex indices, female attack female and male attack male, afforded good illustrations of girl-boy differences in attitude toward aggression. Girls on both of these indices rated the aggressor more wrong, although the difference between ratings on the female attack female index was not significant. This tendency, observed in previous analyses, may reflect a cultural conditioning or press on girls to value prosocial activity more and aggressive activity less than boys (Buss, 1963; Gardner, 1947; Gold, 1958; Heilbrun, 1964; Kagan, 1964; Sears, 1961; Sears et al., 1957).

What was even more revealing, though, in terms of sex differences on the sex analyses was that, when children were rating the opposite sex on cross-sex aggression, e.g., boys rating female attack male, they gave higher wrongness scores than did children who were rating the same sex, e.g., girls rating female attack male, on those indices. The sex of the child affected attitudes toward aggressor wrongness, perhaps due to a sex role identification process which causes children to evaluate aggressors in terms of the "rightness" of their own sex (Campbell, 1939; Hartley, 1959; Lynn, 1964; Lynn & Sawrey, 1962). In evaluating aggressors who were not of the same sex as the victim, the sex type of the aggressor was more crucial than the action of aggression itself in determining a child's perception of aggressor wrongness.

On the victim wrongness ratings, this crucial pattern of sexual identification again emerged. On the male attack female index, boys saw the female as significantly more wrong than did girls. And for female attack male girls saw the male as significantly more wrong than did boys. Clearly the process of identifying with members of the same sex was operative in rating victim wrongness as well as aggressor wrongness.

C. SES Differences

There were no significant SES differences on the aggressor or victim ratings.

D. Interview Data

Regardless of age, sex, or socio-economic status, 47 black children felt that rules were indeed the same for both sexes (see Table IVA). A small segment of the sample (12), and decreasingly so with age, felt that while some rules were the same, some were different. The answers of a high status, grade 4 girl and a high status, grade 8 girl capsulated these major and minor trends:

> No, they're usually the same. The same for both sexes I think. Because, well, we're all human, and really a boy is. If a girl, commits a crime and a boy commits a crime, well I don't think that the girl should be blamed more or the boy. I think they should be treated equally;

and

> Well no, they aren't because in marriage the boy had to be 21 and the girl has to be 18. . . . Well, in schools usually boys and girls are separated into different playgrounds. And they usually sleep in a different room.

Except for a few children the consensual opinion indicated that rules were consistent regardless of sex.

These interview findings were consistent with the sex analysis for the PAR. For both aggressor and victim ratings children saw few, if any, substantial differences between the sex indices. Overall, wrongness ratings were virtually the same. Like the PAR data, responses to the consistency of rules question revealed that the black sub-culture, like the dominant culture, in American society socializes boys and girls to an equalitarian expectation in terms of rules and the legitimacy of certain activities.

Nevertheless, 36 children felt that boys got away with breaking rules more than girls. Only 21 children felt that girls escaped detection more than did boys (see Table VIID). One high status, grade 4 boy noting the male advantage reasoned:

> Boys do because (they) know how to get away with it. Boys are always saying they didn't do it. Girls always say they did it or that they're sorry and all of that.

Perhaps this respondent more appropriately described the differential behavior style of boys and girls in rule-breaking situations. Although these black children felt that rules were the same for both sexes, they also discerned that when it came to rule-breaking boys were more successful. As the PAR boy-girl differences also suggested, boys may be socialized to be more aggressive, independent, and boisterous while girls may be reared to be more affiliative and conforming. For these reasons, perhaps boys would be more successful rule breakers. More importantly, children saw either sex as able to escape discovery.

Responses to the question on inevitability indicated that boys and girls identified with their own sex: both saw their own sex group as more effective in getting away with rule-breaking. Evidently getting away with rule-breaking was sufficiently positive, attractive behavior so that boys and girls elected their own sex more frequently. Sex identification similarly affected PAR judgments; boys and girls were more likely to evaluate the opposite sex negatively.

Effect of Sex, Role and Action

An analysis by individual figures yielded some additional information and further clarified the findings of the status, set, and sex problems. (See Tables P9 & P13).

A. Age Differences

For aggressor ratings on the adult attack child and child attack child status indices there was a significant decrease in perceived wrongness with increasing age. Although the set problem analysis indicated a significant linear relationship between wrongness of parents and increasing age for the parent hit child and parent scold child indices, the figure analysis did not confirm this finding for all relevant pairs. Fathers hitting daughters were not perceived as less wrong with age. The refinement of child hit child was consistent with the above. Generally, child aggression against a child decreased in wrongness, but boys hitting girls were not less wrong, i.e., more justified with increased age. Apparently although children tended to become more accepting of aggression, they were not more positive about males physically aggressing females (Minturn & Lewis, 1968), no matter whether the male be a status equal or status superior. These results would seem logical in terms of the general cultural norm which views such activity as ungentlemanly.

On the police scold boy figure pair there was no significant change. The set analysis had revealed that, contrary to the general decrease with age on adult attack child, a curvilinear increase was found on police scold child. The figure analysis, however, supported the specific validity of this finding only for policeman scold girl. For policeman scold boy there was no significant change with age.

The figure analyses refined the child attack adult status index. According to the set dimension, with age child aggressors scolding parents were less wrong. This was confirmed only on the girl scold mother and girl scold father indices. There was no significant change in the wrongness of boys scolding fathers or mothers; if anything the boy aggress mother dyad showed trend toward increased aggressor wrongness for the older children. Although generally older children perceived all aggression as less wrong, for males--in this case boys scolding parents--aggressive activity was not always considered more justified. Again a cultural press may be inhibiting older children from seeing boy aggressors as less wrong. In the familial dyads, boys attacking either sex parent, though particularly mothers, apparently remained taboo (Bandura, 1960; Bandura & Walters, 1959; Berkowitz, 1962; Minturn & Lambert, 1964; Sears, Maccoby & Levin, 1957). Aggression within the nuclear family complex may be considered by children of all ages as disloyal and disrespectful (Parsons, 1955). Even for daughters there was some evidence that such factors were operative. Although with girls there was a significant age change, the relationship was curvilinear. On the girl scold father and girl scold mother indices there was a sharp increase at grade 6 in daughter wrongness followed by a decrease by grade 8 which only fell slightly below the grade 4 level. It might be that a cultural norm influences children not to alter their perception of child aggression to parents; in particular their perception of sons' aggression may be interpreted as more hostile and serious.

A significant decrease in aggressor wrongness with age for all sex indices held for all figure pairs when females were the aggressors both against other females and males of higher, lower, or equal status. The few exceptions for male aggressor pairs did not suggest any meaningful pattern.

In general, the figure analysis of the victim ratings did not contribute as many additional insights beyond the status and set findings. The figure analysis demonstrated that for all possible pairs there was a significant linear increase in victim wrongness by age on child attack adult. On adult attack child no significant relationships had been reported on the status analysis, although the set analysis had revealed a significant curvilinear relationship for policeman scold child. Child victims of police aggression increased in wrongness from grades 4 to 6 and rapidly decreased from grades 6 to 8. The figure problem further clarified this finding. Although a curvilinear relationship held for girl victims, boys being scolded by policemen showed no significant change in wrongness. This change in victim wrongness was consistent with the differential changes in policemen aggressor wrongness previously reported for boy and girl figures. Across grades children ranked policemen scolding girls as more wrong than policemen scolding boys, and, as might be expected, girl victims in comparison to boy victims were rated more justified. Older children saw victims of police aggression--significantly so for girl victims--as increasingly less wrong, in fact somewhat unfairly victimized by policemen.

For victim wrongness on child attack child the individual figure analysis clarified previous findings. As previously noted, children aggressed by other children increased significantly in wrongness from grades 4 to 6 although there was a leveling off from grades 6 to 8. The set analysis indicated that there was a significant linear increase in wrongness for victims of both hitting and scolding aggression. For four of the figure pairs in the peer to peer grouping, though, this general finding did not hold. With physical aggression, only on the boy hit girl index was the victim seen as increasingly more wrong. Interestingly, it was only on this pair dyad that no significant decrease in aggressor wrongness had been reported. Perhaps older children felt a girl would be hit by a boy only if she were deserving of the punishment or were equally responsible for the aggressive confrontation (Minturn & Lambert, 1964). On the scolding pairs there was the reverse trend. In three of four scolding pairs, victim wrongness significantly increased. Only for boys scolding boys was no change reported. Under more detailed scrutiny, the general increase in victim wrongness among peers was found to be more pervasive for victims of scolding than for victims of hitting.

Although not contributing additional insights to the sex dimension findings for aggressor ratings, the analysis by individual figures clarified the general results for victim wrongness. On all of the sex indices there had been reported a significant increase in victim wrongness with age. Within each grouping, though, there were relevant exceptions to this pattern. For male attack male, only high status victims in the unequal paired relationship--i.e., boy scolding father and boy scolding police--were rated more wrong with age. Victims of lower and equal status were not seen as increasingly more wrong. These variations again emphasized the extreme, if not preeminent, importance of the status dimension.
Also on female attack female, mothers scolded by daughters increased markedly in wrongness with age. There was also a significant increase for the equal status pair, i.e., girls scolded by girls, but the relationship was not as pronounced. On the other two indices--the cross sex indices--a similar pattern emerged. For the cross sex indices, male attack female and female attack male, there was a linear increase with age in the wrongness of high status victims while in peer to peer dyads generally the relationship was

curvilinear. Moreover, for all four indices low status victims did not increase in wrongness. In fact on the male attack female index, older children rated girls being scolded by policemen as significantly less wrong. The figure problem strongly suggested that grade differences were more appropriately understood in terms of the status, rather than the sex, dimension. In the final analysis, regardless of the sex index, older children increasingly judged high status victims--authority figures--as more wrong and were less likely to equate legitimacy with authority (Baldwin, 1955).

B. Sex Differences

The figure analysis refined other findings of the status and set analyses. The only significant sex effect on the status dimension was that girls generally saw the aggressor in child attack child as more wrong. The set analysis revealed that this generalization held for hitting but not scolding behavior between peers. A more detailed analysis by the identity of specific figure pairs demonstrated that girls saw aggressors as significantly more wrong than did boys on the boy hit boy, boy hit girl, and boy scold girl dyads, whereas boys over girls saw aggression as more wrong in the girl hit boy and girl scold boy dyads. Aside from the general trends on the status and set dimensions which indicated that girls view aggression, particularly physical aggression, more negatively (Lansky, Crandall, Kagan & Baker, 1961; Mischel, 1966), there was a strong sex linked congruency consistent with the findings of the set problem; girls and boys identified with their own sex type (Kagan, 1958; Kohlberg, 1966). Girls perceived boys aggressing girls both physically and verbally as more wrong than did boys, and quite consistently boys, in comparison to girls, perceived girls hitting or scolding boys as more wrong, less justified.

The figure problem also revealed other important sex dichotomies. As had been indicated previously in the set problem, girls saw child aggressors scolding teachers and policemen as more wrong than did boys. On a more detailed analysis, this relationship held only for boys scolding teachers and policemen and not for girls behaving in a similar way. Again a sex identification process apparently was operating for girls. Although boys and girls were both critical of the opposite sex in the peer to peer pairs, in the child against adult figures it was the girls, not the boys, who were more judgmental. Such responses by girls imply a more conforming and conventional style (Barry, Bacon & Child, 1957; Patel & Gordon, 1960) as well as a sex bias that "little boys do bad things" (Tuddenham, 1952).

In general, the significant sex differences found on the male attack male, male attack female, and female attack male indices were not confirmed for all figure pairs. For six of the individual figures, though, a significant sex difference was sustained. Although the two significant relationships that emerged on male attack male were not clearly different from the other pairs, on male attack female and female attack male meaningful, significant differences occurred. Again, it was in the equal dyads that children revealed a same sex identification. Children rating the opposite sex in cross sex, peer to peer aggression gave higher wrongness scores than did children rating the same sex (Campbell, 1939; Hartley, 1959).

Although in the status and set problems there were no significant sex differences for victim ratings, the figure analysis yielded consistent and supportive findings. There was a significant sex effect in three peer to peer interactions: girl hit boy, boy scold girl, and girl scold boy. Children rated opposite sex, peer victims as more wrong. Also on one adult attack child figure pair--mother hit son--girls rated victim wrongness higher than did boys.

The figure analyses clarified the general boy-girl differences found on the sex problem. On the male attack female index, boys saw girls scolded by boys as significantly more wrong than did girls. On the female attack male index, on the other hand, girls gave higher wrongness ratings to boys who were victims of both scolding and hitting aggression by girls and to boys who were hit by mothers. These developing sex role identification patterns in children were manifested predominantly in rating the peer to peer relationships. In rating equal dyads, status and authority concerns did not affect or confound children's appraisals; therefore, the sex identification process was more clearly operative.

C. SES Difference

On the status and set dimensions there was only one significant SES difference. Lower class more than middle class children felt policemen scolding children were wrong, but the figure analysis indicated that this significant SES difference held only for the police scolding girl and not the police scolding boy dyad. Moreover, although on the status and set dimensions no SES differences were indicated for victim ratings, there was on the figure pairs a significant SES difference on the same dyad. Girl victims scolded by policemen were perceived as more wrong by the middle class than by the lower class. These two findings taken in conjunction may reveal crucial divergences in terms of class attitudes toward police (Levy, 1968; Marx, 1967; Report of National Advisory Commission on Civil Disorders, 1968). Because of environmental experiences of brutality and hostility (Berkowitz, 1962; Havighurst & Taba, 1949), lower class children may be more likely to view police figures as wrong and, quite consistently, children victims as more justified than would middle class children. Middle class children, who assimilated conventional values and experienced less hostile environments, may be more likely to admit the legitimacy of police authority and less likely to express dissent from normative standards (Miller & Swanson, 1960; Mussen & Naylor, 1954). They, therefore, perceived child victims as wrong and the police authorities as legitimate and just. Particularly in the case of a girl victim, middle class children may need to give higher wrongness ratings. Perhaps it would create too much dissonance for the *average middle class child, who may view policemen* as good and fair, to accept their scolding a little girl--stereotypically sweet and kind. If the victim were perceived as having done something very, very wrong though, there would be no conflict created by the scolding activity--only bad girls get scolded.

Neither of the SES differences for individual figures suggested any potential sex dimension trends. As noted on the sex problem, there were no SES differences in victim or aggressor wrongness.

D. Interview Data

The prevailing orientation for black children was that rules were not different for boys and girls (see Table IVA). More importantly there was only one child each in the respective categories of rules for family, school, government, or peers who felt that the sexes were treated differently (see Table IVC). Most children (50) did not know or could not specify which rules were different for boys and girls. Only ten of the interviewed sample indicated that the age or status of the individual would affect rule applicability and assessment of expectations related to sex-role. The dominant views of consistency by sex and some variation by age and sex are comprehended in this high status, grade 8 boy's assessment "They probably do the same things so why make a rule for each person when you could have one rule to cover them all," and once more in a grade 8, high status girl's answer "In marriage, the boy has to be 21, and the girl has to be 18."

The fact that status differences appeared to be important in terms of differential application was consistent with the PAR Figure analysis. Variations on figure pairs again indicated the extreme, if not preeminent, importance of the status dimension.

Summary and Discussion

Adult aggression was rated as much less wrong, i.e, most justifiable, at all grade levels. Although on all indices older children were less judgmental about aggressor wrongness, they equated status with legitimacy. For victim wrongness, the saliency of status considerations diminished with maturity. Apparently, developmental changes result in children experiencing an increased motive for autonomy and assuming a more questioning attitude toward the *a priori* "rightness" of adult action. Furthermore, cultural retardation effects may be influencing black children's assessments. As they grow older, arbitrary or unjust experiences with authority figures may cause them to be as critical of adult victims as they were of child victims.

Boys and girls varied significantly on the equal dyad--child attack child--where status considerations could not confound the assessments. Girls saw the aggressor as much more wrong than did boys. The same pattern, though not significant, held on the other two status indices. Differences in sex role socialization result in girls' being more pro-social, affiliative, and disapproving of aggressive behavior than boys'.

Role was a less determinative dimension than status. For aggressor wrongness, role differences emerged at grade 8. Older children felt that parents scolding children were much more justified than either police or teachers and that children were much more wrong in scolding parents than in scolding either police or teachers. Scolding may be perceived as an intimate, personal method of punishment and correction more appropriate for familial authority, though extremely disrespectful and threatening for children vis-a-vis parents.

Generally age differences by set paralleled the status findings. Child interaction with police comprised an important exception. Contrary to older children's rating aggression as less wrong, on police scold child there was a curvilinear grade effect such that a decrease from grades 4 to 6 was followed by an increase from grades 6 to 8. Also victim wrongness increased from grades 4 to 6 but decreased from grades 6 to 8; older children perceived child victims as less wrong. Furthermore, the only SES difference on the set indices emerged on this dyad: high status more than low status blacks felt that policemen aggressors were wrong. Although there was some movement to justify the policeman as a rule enforcer, with maturity children may experience or learn, directly or indirectly, unfair and arbitrary transactions which result in their distrust of the police and rejection of the legitimacy of the police figure. By grade 8, the victim of police aggression may not be deserving of punishment, i.e., was not really very wrong. Low status blacks undoubtedly experience more negative incidents, hence see policemen as even more wrong.

Differentiating by role also clarified the sex difference previously discussed. Girls judged children aggressing non-parental authority as more wrong than did boys. Differences in girl-boy socialization became more obvious in more formal, distal, official transactions. Girls who generally are more affiliative, conforming, and pro-social responded in a more conventional, socially acceptable way. Also girl-boy differences emerged only on the child hitting child, not the scolding index. In peer to peer interaction girls were tolerant of verbal aggressive exchange. Because of their non-aggressive, affiliative orientation, though, they rejected physical modes of interaction.

The paired hitting vs. scolding analysis revealed that hitting was generally considered more wrong than scolding. Black children, however, expressed ambivalence between status and action: child aggression both hitting and scolding was considered worse than parental aggressive styles. This ambivalence may reflect an historical black socialization pattern, rearing children to behave deferentially and compliantly to parental authority figures.

Although there was no difference between child victims of child hitting and scolding, child victims of parental hitting were rated less wrong than child victims of parental scolding. Children may view physical aggression negatively in comparison to verbal aggression so that victims of physical aggression would not possibly be as wrong as the victims of verbal aggression.

Children saw few, if any, substantial differences among the sex indices; wrongness ratings on both the aggressor and victim analyses were overwhelmingly more alike than different. Furthermore, greater differences between male and female ratings occurred at grade 4 rather than at grade 8, indicating that the culture socializes an equalitarian perspective regarding the sexes. With maturity, there was a shift in rank order for aggressor wrongness. Older children saw inter-sex aggression as slightly more wrong than aggression against a person of the same sex. Increased heterosexual contact and the implications of girl-boy aggressive exchanges may contribute to children being more negative about the appropriateness of such forms of interaction.

As on the status and set indices, older children saw aggressors as less wrong. While children at grade 4 saw female aggression as slightly more wrong than male aggression, a sharper decrease in wrongness on the female aggressor indices supported the notion that older children internalyze the value of sexual equality. For victim ratings, with age wrongness increased on all indices, again demonstrating that older children saw aggressors and victims as equally wrong and equally responsible for confrontations.

Age differences were not as illuminating as were sex differences. Not surprisingly, on the same sex dyads--females attack females and males attack males--girls were more negative about aggressor wrongness than were boys. Again differences in girl-boy socialization, conditioning girls to value pro-social activities more and aggressive activities less, may relate to these differential orientations toward aggression. An even more salient pattern, though, emerged on the cross-sex interactions. Girls judged females aggressing males as much less wrong than did boys, and boys saw males aggressing females as much less wrong than did girls. Sex identification processes undoubtedly resulted in children assessing wrongness in terms of the rightness of their own sex. Differences in victim ratings corroborated this notion; children rating victims of the opposite sex gave higher wrongness ratings than children rating same-sex victims.

The figure analysis demonstrated the crucial relationship between the status and sex of aggressors and victims. Although children generally were more positive about aggression, they were not always more accepting of males aggressing females, no matter whether the male was a status equal, status superior, or status inferior. Apparently a cultural taboo condemning aggressive behavior my men toward women affected their judgments. Although, as previously discussed, there was a press toward equalitarianism between the sexes, children also revealed concern for more traditional considerations of females being hurt when aggressed by males. Consequently with maturity, children were more tempered in their acceptance of such behavior.

Just as the sex of the figure clarified status relationships, so status clarified sex patterns. The sex analysis had revealed a significant increase with age in victim wrongness for all indices. The exceptions to this trend suggested that only high status victims, not victims of lower or equal status, were rated more wrong by older children. Similarly on female attack female, female attack male, and male attack female the increase in victim wrongness was more dramatic and extreme for high status than for equal status victims. On all four sex indices, low status victims did not increase in wrongness. Figure clarifications of the sex sets revealed the saliency of status considerations; the pattern found for victim wrongness on the status problem was evidently operative within sex indices. Older children judged high status, authority figures as more wrong and were less likely to equate legitimacy with authority.

Figure clarifications of the status, set, and sex problems also articulated the importance of sex role identification on children's judgments. Although the status and set analyses found that girls in assessing child attack child rated aggression, particularly physical aggression, more negatively, the analysis by figure pairs revealed patterns consistent with the findings of the sex problem: children rating the opposite sex gave higher wrongness scores than did children rating the same sex. And as might be predicted, this pattern of sex role identification found for sex indices was more pervasive in equal interactions. In peer to peer relationships status and authority concerns did not affect or confound children's appraisals; hence, sex identification processes were more clearly operative.

The figure findings are suggestive of the interplay between status and sex. Both apparently affect perception of aggression for girls and boys and for younger and older children. Further work systematically varying these dimensions would more cogently demonstrate the importance of each and the articulation between the two.

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UNITED STATES WHITE

TABLE: PROBLEM TWELVE
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY STATUS SCORES. ANOVA PROBLEM 12, VARIABLES 1-3. AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	ADULT ATTACKING CHILD 511,515,519,521,325,527, 529,533,537,539,545,553			CHILD ATTACKING ADULT 517,541,543,549,551, 557,559,563			CHILD ATTAKCING CHILD 513,523,531,535,547, 555,561,565		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	274.	2.78	1.02	274.	5.73	1.33	274.	4.93	1.11
SES 1	135.	2.65	1.07	135.	5.69	1.47	135.	4.86	1.17
SES 2	139.	2.91	0.98	139.	5.77	1.20	139.	5.01	1.05
GIRLS	130.	2.68	1.07	130.	5.96	1.29	130.	5.26	1.10
BOYS	144.	2.88	0.98	144.	5.49	1.38	144.	4.61	1.12
GRADE 6, TOTAL	216.	2.78	0.96	216.	5.88	1.22	216.	4.81	1.04
SES 1	117.	2.56	1.03	117.	5.90	1.27	117.	4.83	1.14
SES 2	99.	3.01	0.90	99.	5.86	1.18	99.	4.79	0.95
GIRLS	111.	2.71	0.93	111.	6.31	0.96	111.	5.16	0.99
BOYS	105.	2.86	1.00	105.	5.45	1.49	105.	4.46	1.10
GRADE 8, TOTAL	321.	2.76	0.97	321.	5.49	1.36	321.	4.27	1.01
SES 1	147.	2.54	0.95	147.	5.80	1.26	147.	4.32	1.07
SES 2	174.	2.98	0.99	174.	5.17	1.47	174.	4.21	0.95
GIRLS	150.	2.64	0.94	150.	5.80	1.08	150.	4.47	0.91
BOYS	171.	2.88	1.00	171.	5.17	1.65	171.	4.06	1.12
TOTAL SES 1	399.	2.58	1.02	399.	5.80	1.33	399.	4.67	1.13
TOTAL SES 2	412.	2.97	0.95	412.	5.60	1.28	412.	4.67	0.93
TOTAL GIRLS	391.	2.68	0.98	391.	6.03	1.11	391.	4.96	1.00
TOTAL BOYS	420.	2.87	0.99	420.	5.37	1.50	420.	4.38	1.11
SIGNIFICANT EFFECTS		SES SEX			SEX			GRADE SEX	

TABLE: PROBLEM SIXTEEN
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY STATUS SCORES. ANOVA PROBLEM 16, VARIABLES 1-3. VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	ADULT ATTACKING CHILD 512,526,520,522,526,528, 530,534,538,540,546,554			CHILD ATTACKING ADULT 516,542,544,550, 552,558,560,564			CHILD ATTAKCING CHILD 514,524,532,536, 548,556,562,566		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	274.	4.36	1.19	274.	2.89	1.67	274.	2.88	1.26
SES 1	135.	4.43	1.20	135.	2.82	1.70	135.	2.92	1.31
SES 2	139.	4.29	1.19	139.	2.96	1.64	139.	2.85	1.22
GIRLS	130.	4.30	1.22	130.	2.93	1.74	130.	2.66	1.22
BOYS	144.	4.41	1.17	144.	2.86	1.61	144.	3.11	1.30
GRADE 6, TOTAL	216.	4.41	1.03	216.	3.54	1.91	216.	3.20	1.19
SES 1	117.	4.40	1.07	117.	3.49	2.05	117.	3.13	1.29
SES 2	99.	4.43	1.00	99.	3.60	1.76	99.	3.26	1.09
GIRLS	111.	4.36	1.02	111.	3.49	2.00	111.	3.11	1.17
BOYS	105.	4.46	1.04	105.	3.59	1.82	105.	3.29	1.21
GRADE 8, TOTAL	321.	3.95	1.08	321.	3.69	1.77	321.	3.13	1.05
SES 1	147.	4.02	1.07	147.	3.65	1.91	147.	3.04	1.17
SES 2	174.	3.88	1.09	174.	3.73	1.63	174.	3.22	0.93
GIRLS	150.	3.91	1.03	150.	3.50	1.77	150.	3.00	1.01
BOYS	171.	4.00	1.13	171.	3.87	1.77	171.	3.26	1.09
TOTAL SES 1	399.	4.28	1.12	399.	3.32	1.89	399.	3.03	1.25
TOTAL SES 2	412.	4.20	1.09	412.	3.43	1.68	412.	3.11	1.08
TOTAL GIRLS	391.	4.19	1.09	391.	3.31	1.84	391.	2.92	1.13
TOTAL BOYS	420.	4.29	1.12	420.	3.44	1.73	420.	3.22	1.20
SIGNIFICANT EFFECTS		GRADE			GRADE			SEX	

MEAN PEER AGGRESSION RATINGS FOR STATUS INDICES

Figure P 12 - SEX

UNITED STATES WHITE

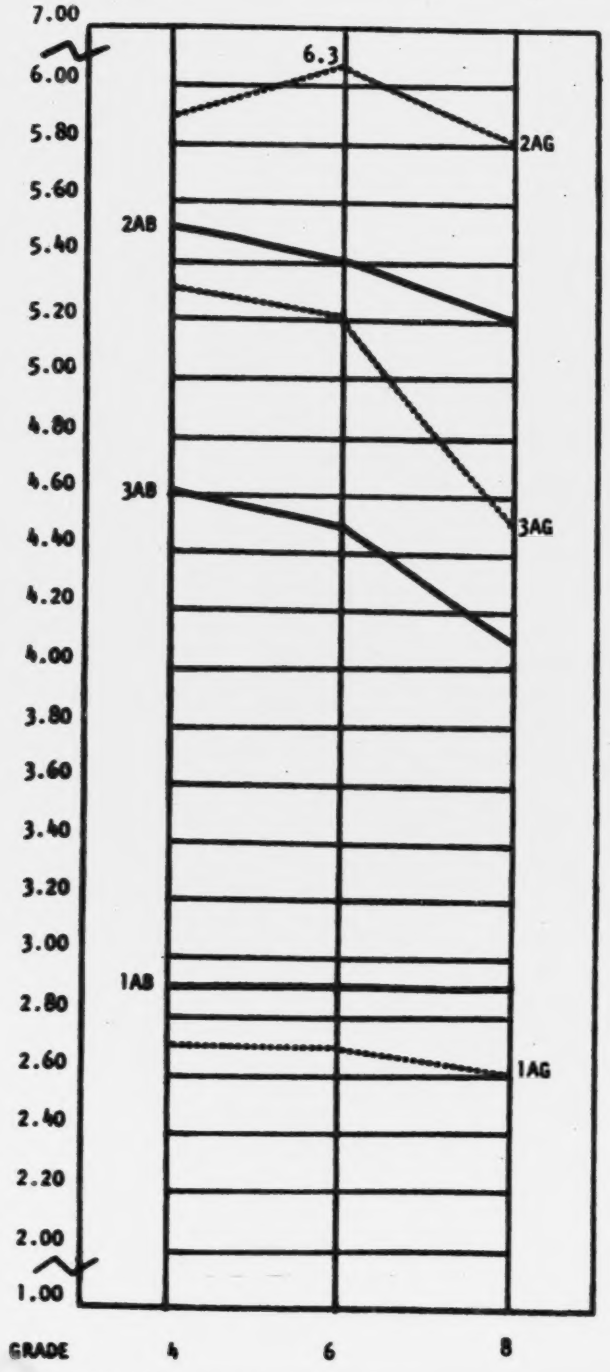
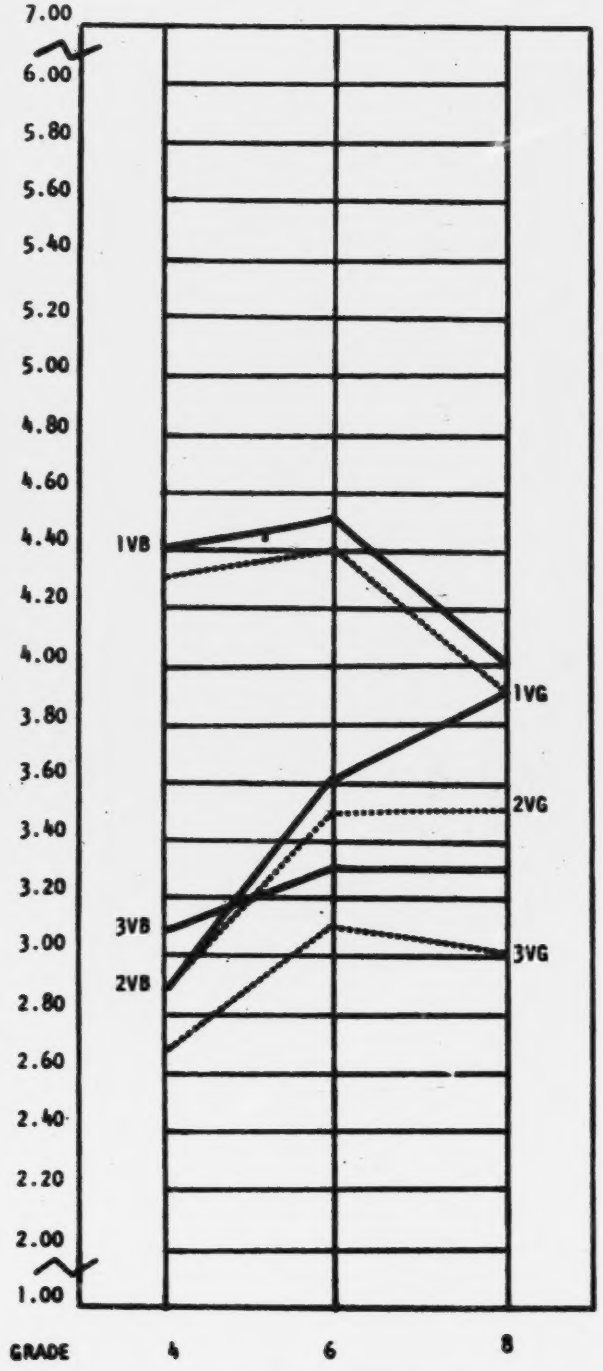


Figure P 16 - SEX

UNITED STATES WHITE



1 = ADULTS ATTACK CHILDREN
2 = CHILDREN ATTACK ADULTS
3 = CHILDREN ATTACK CHILDREN
A = AGGRESSORS' RATINGS
V = VICTIMS' RATINGS
B = BOYS' RATINGS
G = GIRLS' RATINGS

MEAN PEER AGGRESSION RATINGS FOR STATUS INDICES

Figure P 12 - SES

UNITED STATES WHITE

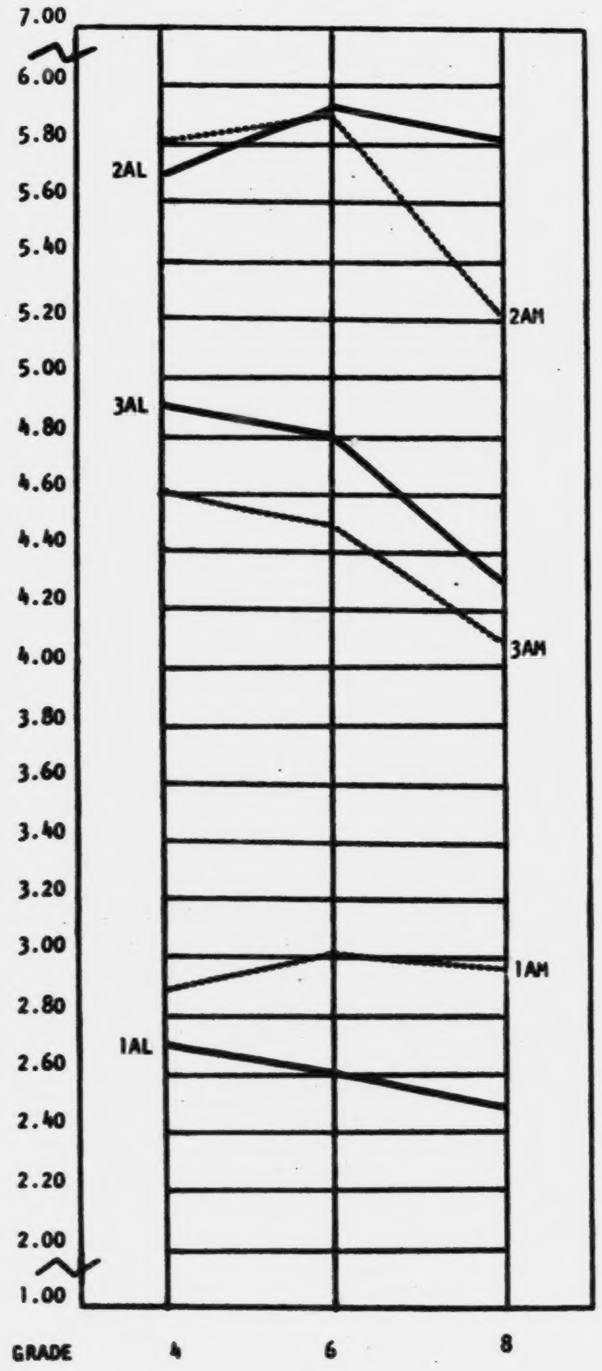
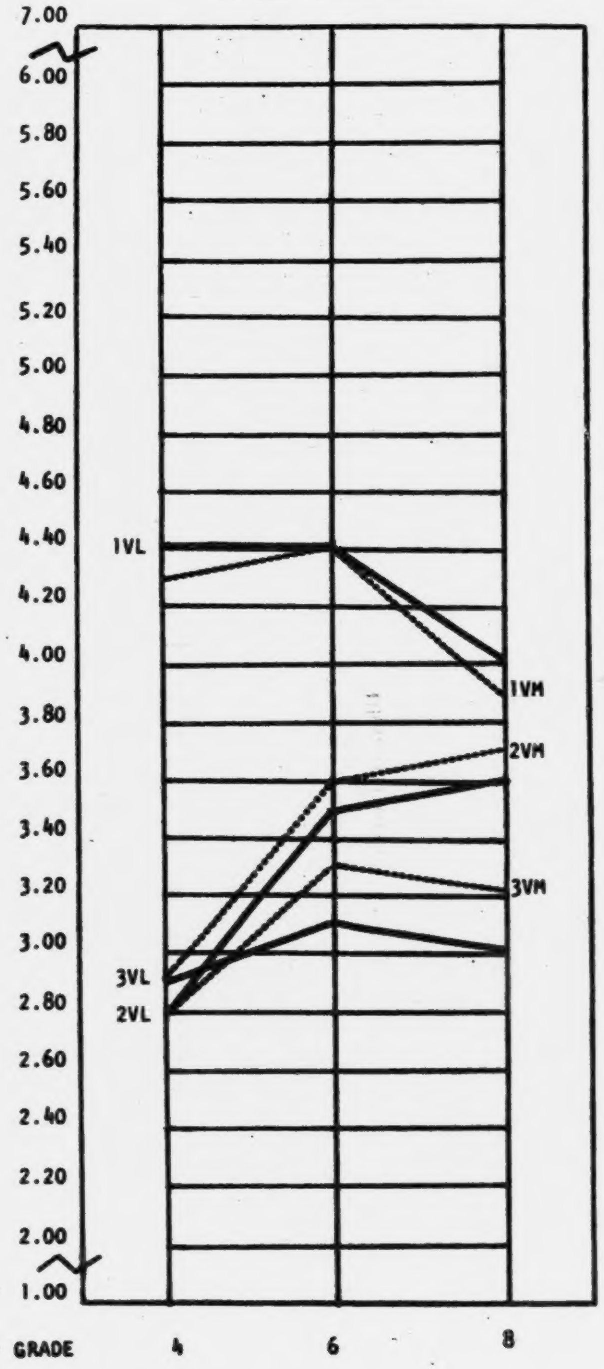


Figure P 16 - SES

UNITED STATES WHITE



1 = ADULTS ATTACK CHILDREN
2 = CHILDREN ATTACK ADULTS
3 = CHILDREN ATTACK CHILDREN
A = AGGRESSORS' RATINGS
V = VICTIMS' RATINGS
L = LOW SES
M = MIDDLE SES

UNITED STATES WHITE

TABLE: PROBLEM TEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY SET SCORES. ANOVA PROBLEM 10, VARIABLES 1-4. AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	PARENTS HIT CHILDREN 521,529,539,553			CHILDREN HIT CHILDREN 513,535,547,561			PARENTS SCOLD CHILDREN 511,525,533,545			CHILDREN SCOLD CHILDREN 523,531,555,56[illegible]		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	274.	4.31	1.78	274.	5.24	1.26	274.	1.97	1.15	274.	4.62	1.3
SES 1	135.	3.84	1.82	135.	5.06	1.34	135.	2.03	1.16	135.	4.65	1.33
SES 2	139.	4.78	1.74	139.	5.42	1.19	139.	1.92	1.15	139.	4.59	1.27
GIRLS	130.	4.11	1.91	130.	5.59	1.18	130.	1.85	1.05	130.	4.91	1.33
BOYS	144.	4.51	1.65	144.	4.88	1.35	144.	2.10	1.26	144.	4.33	1.27
GRADE 6, TOTAL	216.	4.35	1.67	216.	5.22	1.20	216.	1.72	0.95	216.	4.38	1.26
SES 1	117.	3.67	1.78	117.	5.22	1.25	117.	1.70	0.96	117.	4.43	1.36
SES 2	99.	5.03	1.56	99.	5.22	1.14	99.	1.73	0.94	99.	4.33	1.15
GIRLS	111.	4.31	1.64	111.	5.56	1.05	111.	1.63	0.90	111.	4.74	1.26
BOYS	105.	4.39	1.70	105.	4.89	1.35	105.	1.80	1.00	105.	4.02	1.25
GRADE 8, TOTAL	321.	4.43	1.64	321.	4.83	1.17	321.	1.71	0.98	321.	3.68	1.22
SES 1	147.	3.97	1.81	147.	4.80	1.21	147.	1.59	0.83	147.	3.82	1.3[illegible]
SES 2	174.	4.89	1.47	174.	4.86	1.14	174.	1.83	1.14	174.	3.54	1.14
GIRLS	150.	4.47	1.79	150.	5.06	1.06	150.	1.56	0.88	150.	3.87	1.12
BOYS	171.	4.39	1.49	171.	4.60	1.29	171.	1.86	1.09	171.	3.5[illegible]	1.33
TOTAL SES 1	399.	3.83	1.80	399.	5.03	1.27	399.	1.77	0.94	399.	4.30	1.33
TOTAL SES 2	412.	4.90	1.59	412.	5.17	1.16	412.	1.83	1.08	412.	4.15	1.19
TOTAL GIRLS	391.	4.30	1.78	391.	5.40	1.09	391.	1.68	0.94	391.	4.51	1.23
TOTAL BOYS	420.	4.43	1.61	420.	4.79	1.33	420.	1.92	1.11	420.	3.95	1.28
SIGNIFICANT EFFECTS	SES			GRADE SEX			GRADE SEX			GRADE SEX		

GROUP REPORTED	CHILDREN SCOLD PARENTS 517,541,549,556			TEACHERS SCOLD CHILDREN 515,527			CHILDREN SCOLD TEACHERS 543,557			POLICEMEN SCOLD CHILDREN 519,537		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	274.	5.81	1.39	274.	2.24	1.45	274.	5.37	1.78	274.	1.83	1.17
SES 1	135.	5.86	1.49	135.	2.24	1.50	135.	5.29	1.94	135.	1.89	1.16
SES 2	139.	5.75	1.29	139.	2.24	1.40	139.	5.45	1.62	139.	1.77	1.19
GIRLS	130.	5.96	1.35	130.	2.28	1.44	130.	5.83	1.54	130.	1.84	1.16
BOYS	144.	5.65	1.42	144.	2.20	1.46	144.	4.91	2.[illegible]2	144.	1.82	1.18
GRADE 6, TOTAL	216.	5.99	1.19	216.	2.61	1.61	216.	5.58	1.72	216.	1.94	1.32
SES 1	117.	6.12	1.13	117.	2.67	1.74	117.	5.42	1.81	117.	1.91	1.37
SES 2	99.	5.86	1.25	99.	2.55	1.47	99.	5.74	1.63	99.	1.97	1.26
GIRLS	111.	6.36	0.96	111.	2.38	1.45	111.	6.12	1.37	111.	1.96	1.38
BOYS	105.	5.62	1.42	105.	2.83	1.76	105.	5.03	2.07	105.	1.92	1.26
GRADE 8, TOTAL	321.	5.63	1.39	321.	2.23	1.45	321.	5.23	1.69	321.	2.03	1.34
SES 1	147.	5.94	1.27	147.	2.10	1.39	147.	5.57	1.53	147.	2.02	1.39
SES 2	174.	5.32	1.51	174.	2.36	1.51	174.	4.90	1.86	174.	2.03	1.29
GIRLS	150.	5.90	1.06	150.	2.02	1.36	150.	5.54	1.40	150.	1.76	1.09
BOYS	171.	5.35	1.72	171.	2.43	1.54	171.	4.93	1.99	171.	2.29	1.59
TOTAL SES 1	399.	5.97	1.30	399.	2.33	1.54	399.	5.42	1.76	399.	1.94	1.31
TOTAL SES 2	412.	5.64	1.35	412.	2.38	1.46	412.	5.36	1.70	412.	1.93	1.25
TOTAL GIRLS	391.	6.08	1.12	391.	2.23	1.42	391.	5.83	1.43	391.	1.85	1.21
TOTAL BOYS	420.	5.54	1.52	420.	2.49	1.59	420.	4.95	2.03	420.	2.01	1.34
SIGNIFICANT EFFECTS	GRADE SES SEX			GRADE			SEX					

GROUP REPORTED	CHILDREN SCOLD POLICEMEN 551,563		
	N	MEAN	S.D.
GRADE 4, TOTAL	274.	5.95	1.51
SES 1	135.	5.78	1.73
SES 2	139.	6.11	1.30
GIRLS	130.	6.12	1.45
BOYS	144.	5.77	1.57
GRADE 6, TOTAL	216.	5.97	1.47
SES 1	117.	5.96	1.53
SES 2	99.	5.98	1.40
GIRLS	111.	6.41	1.01
BOYS	105.	5.53	1.92
GRADE 8, TOTAL	321.	5.46	1.60
SES 1	147.	5.77	1.46
SES 2	174.	5.16	1.74
GIRLS	150.	5.87	1.27
BOYS	171.	5.05	1.93
TOTAL SES 1	399.	5.84	1.57
TOTAL SES 2	412.	5.75	1.48
TOTAL GIRLS	391.	6.13	1.24
TOTAL BOYS	420.	5.45	1.81
SIGNIFICANT EFFECTS	GRADE SEX		

UNITED STATES WHITE

TABLE: PROBLEM FOURTEEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY SET SCORES. ANOVA PROBLEM 14, VARIABLES 1-4. VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	PARENTS HIT CHILDREN 522,530,540,554			CHILDREN HIT CHILDREN 514,536,546,562			PARENTS SCOLD CHILDREN 512,526,534,546			CHILDREN SCOLD CHILDREN 524,532,556,566		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	274.	3.86	1.57	274.	2.69	1.36	274.	4.57	1.40	274.	3.07	1.38
SES 1	135.	4.00	1.58	135.	2.70	1.39	135.	4.64	1.46	135.	3.12	1.48
SES 2	139.	3.73	1.57	139.	2.67	1.32	139.	4.50	1.34	139.	3.01	1.27
GIRLS	130.	3.93	1.53	130.	2.41	1.28	130.	4.52	1.40	130.	2.90	1.32
BOYS	144.	3.80	1.62	144.	2.97	1.44	144.	4.61	1.40	144.	3.23	1.43
GRADE 6, TOTAL	216.	4.06	1.35	216.	3.07	1.35	216.	4.58	1.26	216.	3.32	1.28
SES 1	117.	4.08	1.35	117.	3.05	1.49	117.	4.55	1.30	117.	3.22	1.37
SES 2	99.	4.04	1.35	99.	3.09	1.22	99.	4.61	1.21	99.	3.42	1.17
GIRLS	111.	4.01	1.25	111.	2.94	1.30	111.	4.54	1.31	111.	3.26	1.29
BOYS	105.	4.11	1.45	105.	3.19	1.41	105.	4.62	1.21	105.	3.37	1.27
GRADE 8, TOTAL	321.	3.66	1.33	321.	3.02	1.21	321.	4.11	1.25	321.	3.23	1.18
SES 1	147.	3.78	1.34	147.	2.94	1.28	147.	4.19	1.24	147.	3.14	1.32
SES 2	174.	3.53	1.33	174.	3.09	1.14	174.	4.03	1.25	174.	3.37	1.04
GIRLS	150.	3.52	1.33	150.	2.89	1.21	150.	4.06	1.14	150.	3.09	1.09
BOYS	171.	3.79	1.34	171.	3.14	1.21	171.	4.16	1.36	171.	3.37	1.26
TOTAL SES 1	399.	3.95	1.42	399.	2.90	1.39	399.	4.46	1.34	399.	3.16	1.4[illegible]
TOTAL SES 2	412.	3.77	1.42	412.	2.95	1.23	412.	4.38	1.27	412.	3.25	1.16
TOTAL GIRLS	391.	3.82	1.37	391.	2.75	1.26	391.	4.38	1.28	391.	3.09	1.24
TOTAL BOYS	420.	3.90	1.47	420.	3.10	1.35	420.	4.46	1.32	420.	3.32	1.37
		GRADE			GRADE SEX			GRADE			SEX	

GROUP REPORTED	CHILDREN SCOLD PARENTS 518,542,550,560			TEACHERS SCOLD CHILDREN 515,528			CHILDREN SCOLD TEACHERS 544,558			POLICEMEN SCOLD CHILDREN 520,538		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	274.	2.82	1.73	274.	4.45	1.46	274.	3.26	2.03	274.	4.83	1.44
SES 1	135.	2.73	1.76	135.	4.40	1.62	135.	3.21	2.08	135.	4.88	1.44
SES 2	139.	2.91	1.69	139.	4.49	1.30	139.	3.31	1.97	139.	4.78	1.43
GIRLS	130.	2.87	1.76	130.	4.35	1.38	130.	3.16	1.93	130.	4.53	1.45
BOYS	144.	2.77	1.69	144.	4.54	1.54	144.	3.36	2.13	144.	5.13	1.42
GRADE 6, TOTAL	216.	3.50	1.98	216.	4.35	1.37	216.	3.73	2.10	216.	4.79	1.33
SES 1	117.	3.47	2.10	117.	4.44	1.38	117.	3.60	2.23	117.	4.64	1.45
SES 2	99.	3.52	1.87	99.	4.26	1.35	99.	3.87	1.97	99.	4.93	1.20
GIRLS	111.	3.50	2.04	111.	4.34	1.32	111.	3.55	2.12	111.	4.65	1.33
BOYS	105.	3.49	1.92	105.	4.36	1.41	105.	3.91	2.08	105.	4.93	1.32
GRADE 8, TOTAL	321.	3.72	1.90	321.	3.94	1.33	321.	3.78	2.00	321.	4.20	1.40
SES 1	147.	3.68	2.04	147.	3.92	1.31	147.	3.68	2.10	147.	4.24	1.38
SES 2	174.	3.75	1.77	174.	3.96	1.36	174.	3.88	1.91	174.	4.16	1.41
GIRLS	150.	3.56	1.84	150.	4.01	1.26	150.	3.60	1.98	150.	4.20	1.26
BOYS	171.	3.87	1.97	171.	3.87	1.41	171.	3.96	2.03	171.	4.19	1.53
TOTAL SES 1	399.	3.29	1.97	399.	4.25	1.44	399.	3.49	2.14	399.	4.59	1.42
TOTAL SES 2	412.	3.39	1.78	412.	4.24	1.34	412.	3.68	1.95	412.	4.62	1.35
TOTAL GIRLS	391.	3.31	1.88	391.	4.24	1.32	391.	3.44	2.01	391.	4.46	1.34
TOTAL BOYS	420.	3.38	1.86	420.	4.26	1.46	420.	3.74	2.08	420.	4.75	1.43
		GRADE			GRADE			GRADE			GRADE	

GROUP REPORTED	CHILDREN SCOLD POLICEMEN 552,564		
	N	MEAN	S.D.
GRADE 4, TOTAL	274.	2.69	1.86
SES 1	135.	2.63	1.88
SES 2	139.	2.75	1.84
GIRLS	130.	2.82	2.00
BOYS	144.	2.56	1.72
GRADE 6, TOTAL	216.	3.46	2.13
SES 1	117.	3.44	2.31
SES 2	99.	3.48	1.95
GIRLS	111.	3.43	2.16
BOYS	105.	3.48	2.09
GRADE 8, TOTAL	321.	3.55	2.00
SES 1	147.	3.58	2.12
SES 2	174.	3.52	1.87
GIRLS	150.	3.29	2.00
BOYS	171.	3.81	2.00
TOTAL SES 1	399.	3.22	2.10
TOTAL SES 2	412.	3.25	1.89
TOTAL GIRLS	391.	3.18	2.05
TOTAL BOYS	420.	3.29	1.93
		GRADE	

UNITED STATES WHITE

TABLE: PROBLEM ELEVEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY SEX SCORES. ANOVA PROBLEM 11, VARIABLES 1-4. AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	MALE ATTACKING MALE 511,519,531,535, 539,541,563			MALE ATTACKING FEMALE 517,523,529,533,537,561			FEMALE ATTACKING MALE 513,545,549,551,553,555			FEMALE ATTACKING FEMALE 521,525,547,559,565		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	274.	4.19	0.85	274.	3.93	0.97	274.	4.79	1.00	274.	4.41	0.99
SES 1	135.	4.16	0.87	135.	3.84	1.03	135.	4.69	1.05	135.	4.22	1.05
SES 2	139.	4.23	0.82	139.	4.01	0.90	139.	4.89	0.95	139.	4.60	0.97
GIRLS	130.	4.32	0.80	130.	4.44	0.82	130.	4.34	1.08	130.	4.60	0.91
BOYS	144.	4.06	0.89	144.	3.41	1.11	144.	5.24	0.92	144.	4.22	1.05
GRADE 6, TOTAL	216.	4.14	0.83	216.	3.95	0.94	216.	4.71	0.90	216.	4.39	0.95
SES 1	117.	4.04	0.84	117.	3.91	0.96	117.	4.58	0.94	117.	4.29	0.97
SES 2	99.	4.23	0.82	99.	3.99	0.93	99.	4.84	0.85	99.	4.48	0.93
GIRLS	111.	4.33	0.76	111.	4.50	0.81	111.	4.52	0.82	111.	4.60	0.90
BOYS	105.	3.94	0.90	105.	3.40	1.08	105.	4.89	0.97	105.	4.17	1.00
GRADE 8, TOTAL	321.	3.87	0.76	321.	3.88	0.83	321.	4.29	0.89	321.	4.09	0.90
SES 1	147.	3.88	0.79	147.	3.83	0.85	147.	4.29	0.86	147.	4.10	0.92
SES 2	174.	3.85	0.73	174.	3.93	0.80	174.	4.28	0.92	174.	4.07	0.89
GIRLS	150.	4.01	0.66	150.	4.14	0.72	150.	4.18	0.82	150.	4.22	0.89
BOYS	171.	3.72	0.86	171.	3.62	0.93	171.	4.39	0.97	171.	3.95	0.91
TOTAL SES 1	399.	4.03	0.83	399.	3.86	0.95	399.	4.52	0.95	399.	4.20	0.98
TOTAL SES 2	412.	4.10	0.79	412.	3.98	0.88	412.	4.67	0.91	412.	4.38	0.91
TOTAL GIRLS	391.	4.22	0.74	391.	4.36	0.79	391.	4.35	0.91	391.	4.47	0.90
TOTAL BOYS	420.	3.91	0.88	420.	3.47	1.04	420.	4.84	0.95	420.	4.11	0.99
SIGNIFICANT EFFECTS		GRADE	SEX		SEX			GRADE	SEX		GRADE	SEX

TABLE: PROBLEM FIFTEEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY SEX SCORES. ANOVA PROBLEM 15, VARIABLES 1-4. VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	MALE ATTACKING MALE 512,520,532,536, 540,542,564			MALE ATTACKING FEMALE 518,523,529,534,538,562			FEMALE ATTACKING MALE 514,546,550,552,554,556			FEMALE ATTACKING FEMALE 522,526,548,560,566		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	274.	3.51	1.02	274.	3.73	1.18	274.	3.15	1.20	274.	3.52	1.28
SES 1	135.	3.51	1.06	135.	3.81	1.17	135.	3.15	1.27	135.	3.57	1.27
SES 2	139.	3.51	0.98	139.	3.64	1.20	139.	3.16	1.13	139.	3.46	1.28
GIRLS	130.	3.48	0.95	130.	3.20	0.98	130.	3.58	1.25	130.	3.33	1.26
BOYS	144.	3.54	1.09	144.	4.25	1.38	144.	2.73	1.15	144.	3.71	1.29
GRADE 6, TOTAL	216.	3.84	0.92	216.	3.98	1.12	216.	3.57	1.13	216.	3.78	1.18
SES 1	117.	3.80	1.02	117.	3.92	1.17	117.	3.52	1.17	117.	3.78	1.26
SES 2	99.	3.88	0.82	99.	4.04	1.07	99.	3.62	1.09	99.	3.78	1.11
GIRLS	111.	3.89	0.95	111.	3.59	1.00	111.	3.78	1.02	111.	3.65	1.16
BOYS	105.	3.79	0.89	105.	4.37	1.24	105.	3.35	1.24	105.	3.91	1.21
GRADE 8, TOTAL	321.	3.63	0.89	321.	3.65	1.00	321.	3.59	1.04	321.	3.59	1.00
SES 1	147.	3.64	0.96	147.	3.64	1.06	147.	3.61	1.08	147.	3.59	1.07
SES 2	174.	3.63	0.83	174.	3.67	0.94	174.	3.56	1.00	174.	3.59	0.93
GIRLS	150.	3.55	0.83	150.	3.40	0.92	150.	3.55	1.00	150.	3.47	0.99
BOYS	171.	3.72	0.96	171.	3.91	1.09	171.	3.62	1.08	171.	3.72	1.01
TOTAL SES 1	399.	3.65	1.01	399.	3.79	1.13	399.	3.43	1.17	399.	3.65	1.20
TOTAL SES 2	412.	3.67	0.87	412.	3.78	1.07	412.	3.44	1.07	412.	3.61	1.10
TOTAL GIRLS	391.	3.64	0.91	391.	3.39	0.97	391.	3.64	1.09	391.	3.48	1.14
TOTAL BOYS	420.	3.68	0.98	420.	4.18	1.24	420.	3.23	1.16	420.	3.78	1.17
SIGNIFICANT EFFECTS		GRADE			GRADE	SEX					SEX	

MEAN PEER AGGRESSION RATINGS FOR SEX INDICES

Figure P 11 - SEX

UNITED STATES WHITE

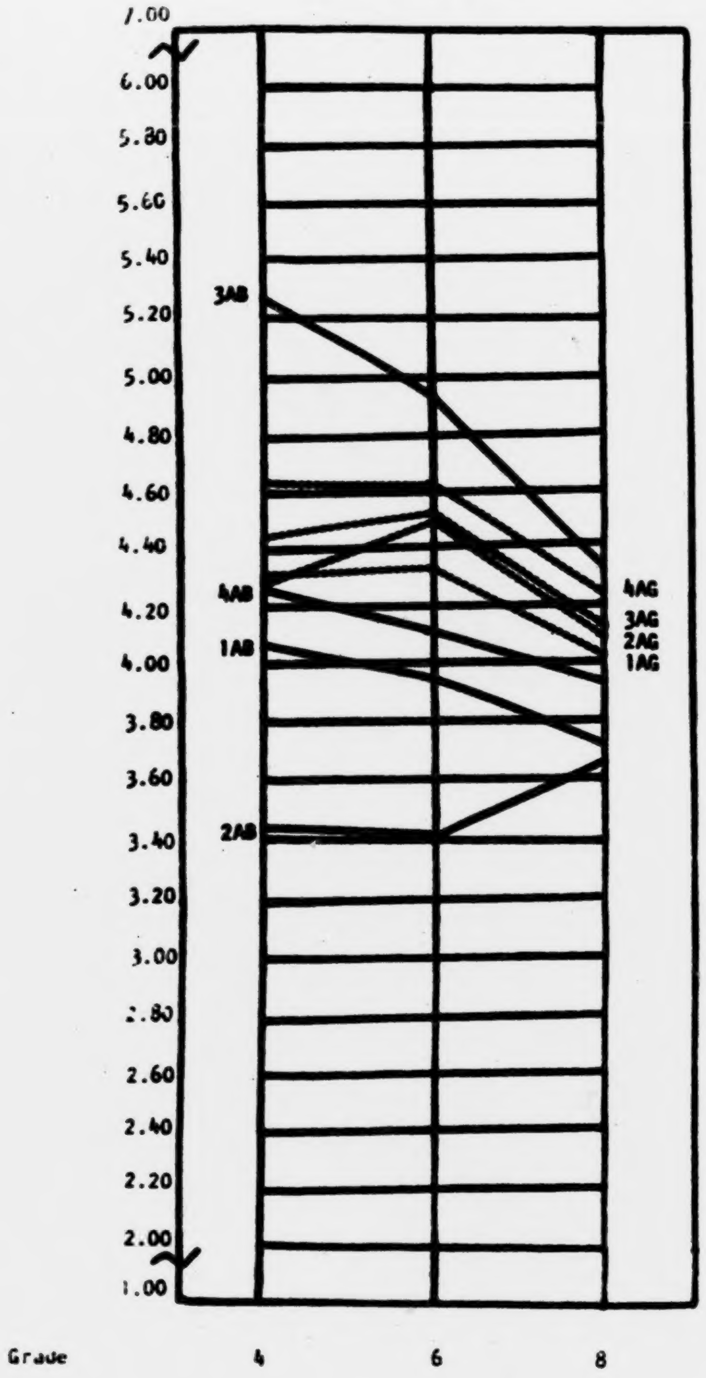
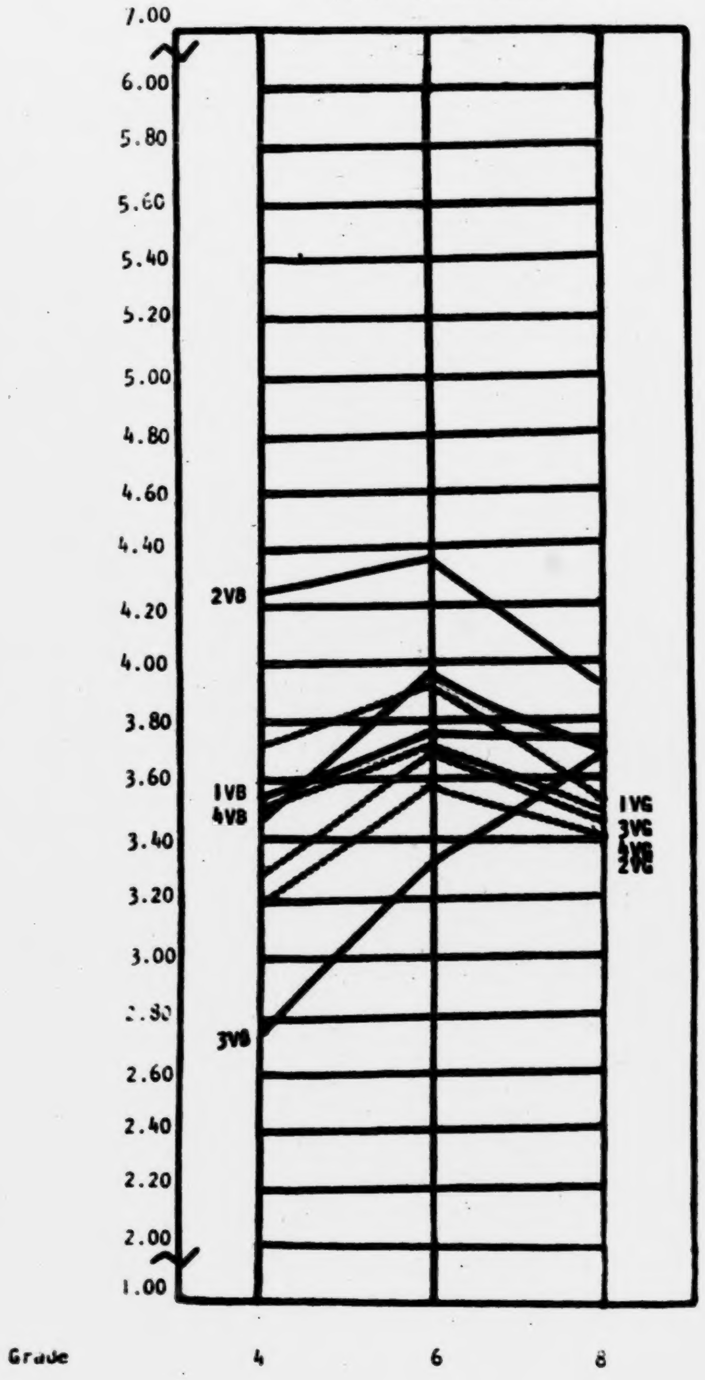


Figure P 15 - SEX

UNITED STATES WHITE



1 = MALES ATTACK MALES
2 = MALES ATTACK FEMALES
3 = FEMALES ATTACK MALES
4 = FEMALES ATTACK FEMALES
A = AGGRESSORS' RATINGS
V = VICTIMS' RATINGS
B = BOYS' RATINGS
G = GIRLS' RATINGS

UNITED STATES WHITE

TABLE: PROBLEM NINE
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 9, AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	FATHER HITTING SON 539			FATHER HITTING DAUGHTER 529			MOTHER HITTING SON 553			MOTHER HITTING DAUGHTER 521		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	274.	4.59	2.21	274.	4.31	2.36	274.	4.57	2.18	274.	3.84	2.28
SES 1	135.	4.08	2.39	135.	3.94	2.50	135.	4.16	2.52	135.	3.25	2.34
SES 2	139.	5.10	2.02	139.	4.68	2.21	139.	4.98	1.83	139.	4.42	2.22
GIRLS	130.	4.30	2.30	130.	4.48	2.31	130.	3.87	2.40	130.	3.84	2.18
BOYS	144.	4.88	2.11	144.	4.14	2.40	144.	5.27	1.95	144.	3.83	2.39
GRADE 6, TOTAL	216.	4.61	2.15	216.	4.48	2.18	216.	4.51	2.05	216.	3.90	2.04
SES 1	117.	3.92	2.33	117.	3.73	2.37	117.	3.71	2.37	117.	3.39	2.14
SES 2	99.	5.30	1.98	99.	5.22	1.98	99.	5.31	1.73	99.	4.40	1.94
GIRLS	111.	4.33	2.11	111.	4.77	2.01	111.	4.29	1.95	111.	3.96	1.88
BOYS	105.	4.90	2.19	105.	4.19	2.35	105.	4.73	2.16	105.	3.84	2.19
GRADE 8, TOTAL	321.	4.50	2.01	321.	4.75	1.97	321.	4.45	1.98	321.	4.09	1.97
SES 1	147.	4.15	2.19	147.	4.31	2.13	147.	3.99	2.14	147.	3.51	2.05
SES 2	174.	4.85	1.84	174.	5.19	1.80	174.	4.91	1.82	174.	4.67	1.87
GIRLS	150.	4.38	2.09	150.	4.89	2.00	150.	4.40	1.92	150.	4.28	2.01
BOYS	171.	4.62	1.94	171.	4.61	1.93	171.	4.50	2.04	171.	3.91	1.93
TOTAL SES 1	399.	4.05	2.30	399.	3.99	2.33	399.	3.96	2.34	399.	3.39	2.16
TOTAL SES 2	412.	5.08	1.95	412.	5.03	2.00	412.	5.07	1.79	412.	4.52	2.01
TOTAL GIRLS	391.	4.34	2.17	391.	4.71	2.11	391.	4.19	2.09	391.	4.03	2.02
TOTAL BOYS	420.	4.80	2.08	420.	4.31	2.23	420.	4.83	2.05	420.	3.86	2.17
SIGNIFICANT EFFECTS												

GROUP REPORTED	BOY HITTING BOY 535			BOY HITTING GIRL 561			GIRL HITTING BOY 513			GIRL HITTING GIRL 547		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	274.	5.33	1.87	274.	5.05	1.95	274.	5.31	1.86	274.	5.34	1.95
SES 1	135.	5.25	1.97	135.	4.88	2.19	135.	5.14	2.02	135.	5.03	2.23
SES 2	139.	5.40	1.77	139.	5.22	1.71	139.	5.49	1.70	139.	5.65	1.68
GIRLS	130.	5.75	1.61	130.	6.17	1.40	130.	4.75	2.12	130.	5.78	1.63
BOYS	144.	4.91	2.13	144.	3.93	2.50	144.	5.87	1.60	144.	4.89	2.27
GRADE 6, TOTAL	216.	5.18	1.87	216.	5.26	1.69	216.	5.02	1.96	216.	5.52	1.75
SES 1	117.	5.07	1.98	117.	5.25	1.76	117.	5.17	2.01	117.	5.49	1.87
SES 2	99.	5.29	1.75	99.	5.28	1.61	99.	4.87	1.91	99.	5.54	1.63
GIRLS	111.	5.54	1.72	111.	6.40	0.99	111.	4.51	2.14	111.	5.85	1.46
BOYS	105.	4.81	2.01	105.	4.13	2.38	105.	5.52	1.78	105.	5.18	2.04
GRADE 8, TOTAL	321.	4.61	1.78	321.	5.32	1.77	321.	4.41	1.93	321.	5.08	1.73
SES 1	147.	4.55	1.89	147.	5.37	1.78	147.	4.36	1.87	147.	5.02	1.83
SES 2	174.	4.67	1.66	174.	5.27	1.76	174.	4.45	1.99	174.	5.14	1.58
GIRLS	150.	5.07	1.63	150.	5.99	1.28	150.	3.98	1.87	150.	5.31	1.61
BOYS	171.	4.15	1.92	171.	4.65	2.26	171.	4.84	1.98	171.	4.85	1.79
TOTAL SES 1	399.	4.95	1.95	399.	5.17	1.91	399.	4.89	1.97	399.	5.18	1.97
TOTAL SES 2	412.	5.12	1.73	412.	5.26	1.69	412.	4.94	1.87	412.	5.44	1.63
TOTAL GIRLS	391.	5.45	1.66	391.	6.19	1.22	391.	4.41	2.04	391.	5.65	1.57
TOTAL BOYS	420.	4.62	2.02	420.	4.24	2.38	420.	5.41	1.79	420.	4.97	2.04
SIGNIFICANT EFFECTS	GRADE SEX						GRADE SEX					

UNITED STATES WHITE

TABLE: PROBLEM NINE

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 9. AGGRESSOR RATING.

ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	FATHER SCOLDING SON 511			FATHER SCOLDING DAUGHTER 533			MOTHER SCOLDING SON 545			MOTHER SCOLDING DAUGHTER 525		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	274.	1.77	1.30	274.	2.06	1.66	274.	2.26	1.84	274.	1.85	1.49
SES 1	135.	1.93	1.51	135.	2.15	1.84	135.	2.32	1.98	135.	1.77	1.5
SES 2	139.	1.62	1.09	139.	1.98	1.47	139.	2.21	1.70	139.	1.94	1.47
GIRLS	130.	1.66	1.17	130.	2.18	1.70	130.	1.72	1.36	130.	1.91	1.45
BOYS	144.	1.89	1.42	144.	1.95	1.62	144.	2.81	2.33	144.	1.80	1.52
GRADE 6, TOTAL	216.	1.46	0.81	216.	1.98	1.49	216.	1.75	1.24	216.	1.73	1.35
SES 1	117.	1.34	0.86	117.	2.09	1.67	117.	1.77	1.24	117.	1.68	1.39
SES 2	99.	1.57	0.75	99.	1.87	1.32	99.	1.73	1.24	99.	1.78	1.33
GIRLS	111.	1.42	0.81	111.	2.01	1.53	111.	1.45	0.89	111.	1.69	1.15
BOYS	105.	1.49	0.80	105.	1.96	1.45	105.	2.05	1.59	105.	1.77	1.54
GRADE 8, TOTAL	321.	1.47	1.01	321.	1.79	1.27	321.	1.88	1.42	321.	1.76	1.38
SES 1	147.	1.32	0.79	147.	1.64	1.17	147.	1.71	1.28	147.	1.72	1.41
SES 2	174.	1.61	1.23	174.	1.93	1.36	174.	2.05	1.56	174.	1.80	1.34
GIRLS	150.	1.35	0.77	150.	1.70	1.20	150.	1.65	1.19	150.	1.59	1.28
BOYS	171.	1.58	1.25	171.	1.87	1.33	171.	2.10	1.66	171.	1.93	1.47
TOTAL SES 1	399.	1.53	1.05	399.	1.96	1.56	399.	1.93	1.50	399.	1.72	1.43
TOTAL SES 2	412.	1.60	1.03	412.	1.93	1.38	412.	1.99	1.50	412.	1.84	1.37
TOTAL GIRLS	391.	1.48	0.92	391.	1.96	1.48	391.	1.60	1.14	391.	1.73	1.29
TOTAL BOYS	420.	1.65	1.16	420.	1.93	1.47	420.	2.32	1.86	420.	1.83	1.51
SIGNIFICANT EFFECTS		GRADE	SEX					GRADE	SEX			

GROUP REPORTED	BOY SCOLDING BOY 531			BOY SCOLDING GIRL 523			GIRL SCOLDING BOY 555			GIRL SCOLDING GIRL 565		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	274.	4.32	2.07	274.	4.20	1.84	274.	4.81	2.00	274.	5.24	2.05
SES 1	135.	4.28	2.19	135.	4.17	1.93	135.	5.00	2.01	135.	5.25	2.25
SES 2	139.	4.37	1.96	139.	4.22	1.76	139.	4.62	1.98	139.	5.23	1.85
GIRLS	130.	4.73	1.99	130.	5.57	1.60	130.	3.82	2.29	130.	5.62	1.79
BOYS	144.	3.92	2.16	144.	2.82	2.09	144.	5.80	1.70	144.	4.86	2.31
GRADE 6, TOTAL	216.	4.07	1.91	216.	3.92	1.79	216.	4.79	1.95	216.	4.81	1.89
SES 1	117.	4.15	1.98	117.	3.93	1.89	117.	4.79	2.09	117.	4.91	2.04
SES 2	99.	4.00	1.84	99.	3.91	1.70	99.	4.79	1.80	99.	4.70	1.74
GIRLS	111.	4.48	1.83	111.	5.22	1.75	111.	4.03	2.10	111.	5.32	1.71
BOYS	105.	3.67	1.99	105.	2.62	1.83	105.	5.56	1.79	105.	4.37	2.06
GRADE 8, TOTAL	321.	3.50	1.74	321.	3.58	1.70	321.	3.77	1.88	321.	3.96	1.76
SES 1	147.	3.60	1.84	147.	3.59	1.73	147.	3.91	1.95	147.	4.28	1.77
SES 2	174.	3.40	1.64	174.	3.56	1.68	174.	3.64	1.82	174.	3.64	1.75
GIRLS	150.	3.73	1.57	150.	4.39	1.65	150.	3.25	1.78	150.	4.17	1.61
BOYS	171.	3.28	1.91	171.	2.77	1.76	171.	4.29	1.99	171.	3.74	1.91
TOTAL SES 1	399.	4.01	2.00	399.	3.90	1.85	399.	4.57	2.02	399.	4.81	2.02
TOTAL SES 2	412.	3.92	1.81	412.	3.90	1.71	412.	4.35	1.87	412.	4.57	1.78
TOTAL GIRLS	391.	4.31	1.80	391.	5.06	1.67	391.	3.70	2.06	391.	5.04	1.71
TOTAL BOYS	420.	3.62	2.02	420.	2.73	1.89	420.	5.21	1.83	420.	4.33	2.1
SIGNIFICANT EFFECTS		GRADE	SEX				GRADE	SES	SEX		GRADE	SEX

UNITED STATES WHITE

TABLE: PROBLEM NINE
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAN INDICES.

ANOVA PROBLEM 9.
ITEM - HOW WRONG IS THE (AGGRESSOR).

AGGRESSOR RATING.

GROUP REPORTED	BOY SCOLDING FATHER 541			BOY SCOLDING MOTHER 517			GIRL SCOLDING FATHER 549			GIRL SCOLDING MOTHER 559		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	274.	5.68	1.91	274.	6.02	1.61	274.	5.81	1.82	274.	5.76	1.77
SES 1	135.	5.81	1.97	135.	6.04	1.80	135.	5.85	1.97	135.	5.78	1.95
SES 2	139.	5.55	1.85	139.	6.01	1.43	139.	5.78	1.67	139.	5.74	1.60
GIRLS	130.	5.96	1.72	130.	6.28	1.35	130.	5.82	1.78	130.	5.84	1.69
BOYS	144.	5.40	2.11	144.	5.77	1.88	144.	5.81	1.87	144.	5.69	1.86
GRADE 6, TOTAL	216.	5.78	1.80	216.	6.06	1.40	216.	6.20	1.47	216.	5.98	1.58
SES 1	117.	5.93	1.83	117.	6.44	1.18	117.	6.16	1.68	117.	6.03	1.76
SES 2	99.	5.63	1.77	99.	5.68	1.62	99.	6.24	1.26	99.	5.96	1.47
GIRLS	111.	6.32	1.36	111.	6.54	0.95	111.	6.43	1.22	111.	6.21	1.40
BOYS	105.	5.24	2.24	105.	5.59	1.85	105.	5.97	1.72	105.	5.75	1.75
GRADE 8, TOTAL	321.	5.61	1.66	321.	5.74	1.64	321.	5.70	1.61	321.	5.54	1.61
SES 1	147.	5.87	1.61	147.	5.98	1.52	147.	6.00	1.44	147.	5.97	1.46
SES 2	174.	5.35	1.71	174.	5.50	1.76	174.	5.39	1.79	174.	5.11	1.74
GIRLS	150.	6.01	1.27	150.	5.98	1.35	150.	5.95	1.24	150.	5.74	1.35
BOYS	171.	5.20	2.05	171.	5.50	1.94	171.	5.44	1.99	171.	5.34	1.87
TOTAL SES 1	399.	5.87	1.80	399.	6.15	1.50	399.	6.00	1.70	399.	5.92	1.73
TOTAL SES 2	412.	5.51	1.78	412.	5.73	1.61	412.	5.80	1.57	412.	5.61	1.58
TOTAL GIRLS	391.	6.09	1.45	391.	6.27	1.22	391.	6.07	1.41	391.	5.93	1.48
TOTAL BOYS	420.	5.28	2.13	420.	5.62	1.89	420.	5.74	1.86	420.	5.59	1.83
SIGNIFICANT EFFECTS							GRADE	SES				

GROUP REPORTED	TEACHER SCOLDING BOY 515			TEACHER SCOLDING GIRL 527			BOY SCOLDING TEACHER 557			GIRL SCOLDING TEACHER 543		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	274.	2.26	1.70	274.	2.22	1.66	274.	5.26	2.08	274.	5.48	2.01
SES 1	135.	2.34	1.86	135.	2.14	1.70	135.	5.33	2.19	135.	5.24	2.27
SES 2	139.	2.18	1.54	139.	2.30	1.62	139.	5.20	1.97	139.	5.71	1.75
GIRLS	130.	2.19	1.61	130.	2.37	1.70	130.	5.96	1.65	130.	5.70	1.89
BOYS	144.	2.33	1.79	144.	2.07	1.63	144.	4.57	2.51	144.	5.25	2.13
GRADE 6, TOTAL	216.	2.76	2.03	216.	2.45	1.82	216.	5.62	1.83	216.	5.53	2.00
SES 1	117.	3.02	2.32	117.	2.32	1.93	117.	5.49	1.99	117.	5.35	2.14
SES 2	99.	2.51	1.73	99.	2.58	1.71	99.	5.75	1.67	99.	5.72	1.86
GIRLS	111.	2.49	1.88	111.	2.27	1.68	111.	6.30	1.28	111.	5.95	1.74
BOYS	105.	3.04	2.18	105.	2.63	1.96	105.	4.94	2.37	105.	5.11	2.25
GRADE 8, TOTAL	321.	2.19	1.57	321.	2.27	1.64	321.	5.30	1.72	321.	5.17	1.96
SES 1	147.	2.07	1.55	147.	2.12	1.50	147.	5.63	1.55	147.	5.51	1.87
SES 2	174.	2.31	1.59	174.	2.42	1.77	174.	4.98	1.90	174.	4.82	2.04
GIRLS	150.	1.90	1.33	150.	2.15	1.63	150.	5.65	1.38	150.	5.43	1.70
BOYS	171.	2.48	1.81	171.	2.39	1.65	171.	4.95	2.07	171.	4.90	2.21
TOTAL SES 1	399.	2.48	1.91	399.	2.19	1.71	399.	5.48	1.91	399.	5.37	2.09
TOTAL SES 2	412.	2.33	1.62	412.	2.43	1.70	412.	5.31	1.85	412.	5.42	1.88
TOTAL GIRLS	391.	2.19	1.61	391.	2.26	1.67	391.	5.97	1.44	391.	5.69	1.78
TOTAL BOYS	420.	2.62	1.93	420.	2.36	1.74	420.	4.82	2.32	420.	5.09	2.20
SIGNIFICANT EFFECTS	GRADE	SES										

UNITED STATES WHITE

TABLE: PROBLEM NINE

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 9, AGGRESSOR RATING.

ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	POLICEMAN SCOLDING BOY 519			POLICEMAN SCOLDING GIRL 537			BOY SCOLDING POLICEMAN 563			GIRL SCOLDING POLICEMAN 551		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	274.	1.74	1.37	274.	1.92	1.53	274.	5.91	1.82	274.	5.98	1.71
SES 1	135.	1.87	1.49	135.	1.91	1.60	135.	5.89	1.95	135.	5.67	2.19
SES 2	139.	1.61	1.24	139.	1.93	1.47	139.	5.93	1.68	139.	6.29	1.24
GIRLS	130.	1.72	1.30	130.	1.96	1.41	130.	6.16	1.54	130.	6.09	1.66
BOYS	144.	1.77	1.43	144.	1.88	1.66	144.	5.66	2.10	144.	5.88	1.76
GRADE 6, TOTAL	216.	1.89	1.53	216.	1.99	1.51	216.	5.95	1.60	216.	5.99	1.68
SES 1	117.	1.84	1.58	117.	1.99	1.62	117.	6.04	1.58	117.	5.89	1.93
SES 2	99.	1.95	1.47	99.	2.00	1.39	99.	5.87	1.63	99.	6.09	1.43
GIRLS	111.	1.82	1.41	111.	2.10	1.64	111.	6.38	1.13	111.	6.43	1.19
BOYS	105.	1.96	1.64	105.	1.88	1.38	105.	5.52	2.08	105.	5.54	2.17
GRADE 8, TOTAL	321.	1.96	1.52	321.	2.10	1.49	321.	5.41	1.71	321.	5.51	1.76
SES 1	147.	1.98	1.54	147.	2.07	1.57	147.	5.74	1.51	147.	5.79	1.68
SES 2	174.	1.95	1.50	174.	2.12	1.42	174.	5.09	1.92	174.	5.23	1.84
GIRLS	150.	1.65	1.22	150.	1.87	1.26	150.	5.89	1.29	150.	5.85	1.41
BOYS	171.	2.27	1.83	171.	2.32	1.73	171.	4.94	2.14	171.	5.17	2.11
TOTAL SES 1	399.	1.90	1.54	399.	1.99	1.59	399.	5.89	1.68	399.	5.78	1.94
TOTAL SES 2	412.	1.83	1.41	412.	2.02	1.43	412.	5.63	1.74	412.	5.87	1.50
TOTAL GIRLS	391.	1.73	1.31	391.	1.98	1.43	391.	6.15	1.32	391.	6.12	1.42
TOTAL BOYS	420.	2.00	1.63	420.	2.03	1.59	420.	5.37	2.10	420.	5.53	2.02
SIGNIFICANT EFFECTS							GRADE SEX					

UNITED STATES WHITE

TABLE: PROBLEM THIRTEEN
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 13,
ITEM - HOW WRONG IS THE (VICTIM).

VICTIM RATING.

GROUP REPORTED	FATHER HITTING SON 540			FATHER HITTING DAUGHTER 510			MOTHER HITTING SON 554			MOTHER HITTING DAUGHTER 522		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	274.	3.71	2.06	274.	4.02	2.10	274.	3.50	2.08	274.	4.29	2.14
SES 1	135.	3.86	2.18	135.	4.16	2.24	135.	3.48	2.28	135.	4.58	2.22
SES 2	139.	3.57	1.94	139.	3.88	1.96	139.	3.53	1.88	139.	4.00	2.07
GIRLS	130.	3.95	2.01	130.	3.68	1.96	130.	4.10	2.21	130.	4.06	1.99
BOYS	144.	3.47	2.11	144.	4.35	2.24	144.	2.91	1.96	144.	4.52	2.30
GRADE 6, TOTAL	216.	4.06	1.80	216.	4.10	1.92	216.	3.90	1.95	216.	4.28	1.88
SES 1	117.	4.00	1.89	117.	4.07	2.09	117.	4.03	2.14	117.	4.32	1.99
SES 2	99.	4.12	1.70	99.	4.12	1.74	99.	3.78	1.77	99.	4.24	1.77
GIRLS	111.	4.24	1.71	111.	3.77	1.82	111.	4.10	1.72	111.	4.02	1.86
BOYS	105.	3.87	1.89	105.	4.43	2.01	105.	3.71	2.19	105.	4.54	1.93
GRADE 8, TOTAL	321.	3.52	1.70	321.	3.78	1.69	321.	3.70	1.80	321.	3.72	1.70
SES 1	147.	3.60	1.75	147.	3.90	1.74	147.	3.78	1.86	147.	3.90	1.79
SES 2	174.	3.43	1.65	174.	3.65	1.65	174.	3.61	1.74	174.	3.53	1.61
GIRLS	150.	3.47	1.56	150.	3.59	1.60	150.	3.54	1.72	150.	3.57	1.64
BOYS	171.	3.56	1.84	171.	3.96	1.79	171.	3.86	1.87	171.	3.86	1.76
TOTAL SES 1	399.	3.82	1.94	399.	4.04	2.02	399.	3.76	2.09	399.	4.27	2.00
TOTAL SES 2	412.	3.71	1.76	412.	3.88	1.78	412.	3.64	1.80	412.	3.92	1.81
TOTAL GIRLS	391.	3.89	1.76	391.	3.68	1.79	391.	3.92	1.88	391.	3.88	1.83
TOTAL BOYS	420.	3.64	1.95	420.	4.25	2.01	420.	3.49	2.01	420.	4.31	1.96
SIGNIFICANT EFFECTS		GRADE			SEX					GRADE	SES	SEX

GROUP REPORTED	BOY HITTING BOY 536			BOY HITTING GIRL 562			GIRL HITTING BOY 514			GIRL HITTING GIRL 548		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	274.	2.58	1.93	274.	3.14	2.10	274.	2.33	1.81	274.	2.79	2.09
SES 1	135.	2.54	2.01	135.	3.12	2.12	135.	2.53	1.95	135.	2.73	2.15
SES 2	139.	2.62	1.85	139.	3.15	2.08	139.	2.14	1.66	139.	2.85	2.03
GIRLS	130.	2.39	1.76	130.	2.16	1.72	130.	2.62	1.86	130.	2.55	1.88
BOYS	144.	2.77	2.10	144.	4.11	2.48	144.	2.05	1.76	144.	3.03	2.30
GRADE 6, TOTAL	216.	2.89	1.80	216.	3.56	2.15	216.	2.75	1.90	216.	3.17	1.94
SES 1	117.	2.82	2.06	117.	3.50	2.24	117.	2.76	1.92	117.	3.18	2.22
SES 2	99.	2.95	1.54	99.	3.61	2.05	99.	2.75	1.87	99.	3.16	1.67
GIRLS	111.	2.93	1.82	111.	2.85	1.98	111.	2.99	1.98	111.	3.17	1.91
BOYS	105.	2.84	1.78	105.	4.26	2.31	105.	2.52	1.81	105.	3.24	1.98
GRADE 8, TOTAL	321.	2.93	1.72	321.	3.38	1.90	321.	2.90	1.87	321.	3.24	1.74
SES 1	147.	2.84	1.88	147.	2.95	1.92	147.	2.76	1.83	147.	3.27	1.85
SES 2	174.	3.02	1.55	174.	3.20	1.88	174.	3.05	1.91	174.	3.20	1.62
GIRLS	150.	2.73	1.61	150.	2.67	1.74	150.	3.10	1.84	150.	3.14	1.71
BOYS	171.	3.13	1.82	171.	3.48	2.06	171.	2.70	1.89	171.	3.33	1.75
TOTAL SES 1	399.	2.73	1.98	399.	3.19	2.09	399.	2.68	1.90	399.	3.06	2.07
TOTAL SES 2	412.	2.86	1.65	412.	3.32	2.00	412.	2.64	1.81	412.	3.07	1.77
TOTAL GIRLS	391.	2.68	1.73	391.	2.56	1.81	391.	2.90	1.89	391.	2.93	1.83
TOTAL BOYS	420.	2.91	1.90	420.	3.95	2.28	420.	2.42	1.82	420.	3.20	2.01
SIGNIFICANT EFFECTS					SEX		GRADE	SEX			GRADE	

UNITED STATES WHITE

TABLE: PROBLEM THIRTEEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 13. VICTIM RATING.

ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	FATHER SCOLDING SON 512			FATHER SCOLDING DAUGHTER 534			MOTHER SCOLDING SON 546			MOTHER SCOLDING DAUGHTER 526		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	274.	4.81	1.83	274.	4.52	1.90	274.	4.36	1.98	274.	4.65	1.85
SES 1	135.	4.82	1.99	135.	4.66	2.04	135.	4.32	2.12	135.	4.82	1.96
SES 2	139.	4.80	1.66	139.	4.38	1.76	139.	4.41	1.83	139.	4.49	1.74
GIRLS	130.	4.74	1.70	130.	4.22	1.82	130.	4.84	1.83	130.	4.37	1.92
BOYS	144.	4.87	1.95	144.	4.82	1.99	144.	3.88	2.12	144.	4.93	1.78
GRADE 6, TOTAL	216.	4.70	1.61	216.	4.58	1.77	216.	4.53	1.77	216.	4.65	1.78
SES 1	117.	4.78	1.75	117.	4.42	1.94	117.	4.44	2.01	117.	4.67	1.89
SES 2	99.	4.62	1.47	99.	4.74	1.60	99.	4.62	1.57	99.	4.53	1.67
GIRLS	111.	4.79	1.77	111.	4.46	1.71	111.	4.65	1.74	111.	4.37	1.79
BOYS	105.	4.61	1.44	105.	4.71	1.83	105.	4.40	1.80	105.	4.83	1.77
GRADE 8, TOTAL	321.	4.28	1.67	321.	4.05	1.54	321.	4.07	1.65	321.	4.14	1.53
SES 1	147.	4.46	1.79	147.	4.05	1.59	147.	4.20	1.66	147.	4.14	1.54
SES 2	174.	4.10	1.56	174.	4.05	1.49	174.	3.94	1.64	174.	4.14	1.53
GIRLS	150.	4.33	1.44	150.	3.90	1.43	150.	3.95	1.55	150.	4.16	1.38
BOYS	171.	4.23	1.90	171.	4.20	1.65	171.	4.19	1.75	171.	4.12	1.69
TOTAL SES 1	399.	4.68	1.85	399.	4.38	1.86	399.	4.32	1.93	399.	4.54	1.87
TOTAL SES 2	412.	4.51	1.56	412.	4.39	1.62	412.	4.32	1.67	412.	4.38	1.65
TOTAL GIRLS	391.	4.62	1.64	391.	4.19	1.65	391.	4.48	1.71	391.	4.39	1.77
TOTAL BOYS	420.	4.57	1.77	420.	4.57	1.82	420.	4.16	1.89	420.	4.63	1.75
SIGNIFICANT EFFECTS		GRADE			GRADE	SEX					GRADE	

GROUP REPORTED	BOY SCOLDING BOY 532			BOY SCOLDING GIRL 524			GIRL SCOLDING BOY 556			GIRL SCOLDING GIRL 566		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	274.	2.92	1.84	274.	3.25	1.95	274.	3.15	2.08	274.	3.01	2.13
SES 1	135.	3.10	2.07	135.	3.34	2.09	135.	3.10	2.21	135.	3.03	2.29
SES 2	139.	2.75	1.62	139.	3.16	1.80	139.	3.20	1.95	139.	3.00	1.98
GIRLS	130.	2.75	1.65	130.	2.25	1.62	130.	4.06	2.28	130.	2.63	1.93
BOYS	144.	3.10	2.04	144.	4.25	2.27	144.	2.24	1.88	144.	3.40	2.33
GRADE 6, TOTAL	216.	3.27	1.78	216.	3.43	1.80	216.	3.32	1.91	216.	3.34	2.05
SES 1	117.	3.19	1.95	117.	3.43	1.99	117.	3.07	2.11	117.	3.25	2.15
SES 2	99.	3.36	1.59	99.	3.42	1.62	99.	3.57	1.71	99.	3.42	1.90
GIRLS	111.	3.33	1.91	111.	2.69	1.67	111.	3.89	1.90	111.	3.23	1.87
BOYS	105.	3.22	1.66	105.	4.16	1.94	105.	2.75	1.91	105.	3.44	2.12
GRADE 8, TOTAL	321.	3.13	1.54	321.	3.27	1.76	321.	3.44	1.80	321.	3.17	1.70
SES 1	147.	3.03	1.63	147.	3.21	1.82	147.	3.32	1.86	147.	3.06	1.87
SES 2	174.	3.22	1.46	174.	3.34	1.70	174.	3.55	1.75	174.	3.29	1.53
GIRLS	150.	3.02	1.44	150.	2.78	1.61	150.	3.75	1.79	150.	2.90	1.52
BOYS	171.	3.23	1.64	171.	3.77	1.91	171.	3.12	1.81	171.	3.45	1.87
TOTAL SES 1	399.	3.10	1.89	399.	3.33	1.97	399.	3.17	2.06	399.	3.12	2.09
TOTAL SES 2	412.	3.11	1.56	412.	3.30	1.70	412.	3.44	1.80	412.	3.23	1.87
TOTAL GIRLS	391.	3.03	1.67	391.	2.58	1.63	391.	3.90	1.99	391.	2.92	1.78
TOTAL BOYS	420.	3.18	1.78	420.	4.06	2.04	420.	2.71	1.87	420.	3.43	2.11
SIGNIFICANT EFFECTS					SEX			SEX			SEX	

UNITED STATES WHITE

TABLE: PROBLEM THIRTEEN
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 13.
ITEM - HOW WRONG IS THE (VICTIM). VICTIM RATING.

	BOY SCOLDING FATHER 542			BOY SCOLDING MOTHER 518			GIRL SCOLDING FATHER 55			GIRL SCOLDING MOTHER 560		
GROUP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	274.	2.95	2.26	274.	2.71	2.16	274.	2.84	2.13	274.	2.84	2.09
SES 1	135.	2.84	2.40	135.	2.70	2.28	135.	2.74	2.22	135.	2.69	2.19
SES 2	139.	3.06	2.12	139.	2.72	2.05	139.	2.94	2.04	139.	2.99	2.03
GIRLS	130.	2.95	2.20	130.	2.61	2.08	130.	2.97	2.08	130.	3.04	2.11
BOYS	144.	2.95	2.32	144.	2.82	2.25	144.	2.71	2.17	144.	2.65	2.07
GRADE 6, TOTAL	216.	3.63	2.29	216.	3.49	2.37	216.	3.44	2.33	216.	3.51	2.31
SES 1	117.	3.74	2.44	117.	3.44	2.49	117.	3.31	2.46	117.	3.46	2.52
SES 2	99.	3.51	2.15	99.	3.55	2.26	99.	3.57	2.19	99.	3.56	2.13
GIRLS	111.	3.54	2.23	111.	3.39	2.38	111.	3.64	2.29	111.	3.52	2.30
BOYS	105.	3.71	2.36	105.	3.59	2.37	105.	3.23	2.36	105.	3.50	2.32
GRADE 8, TOTAL	321.	3.82	2.31	321.	3.61	2.40	321.	3.81	2.21	321.	3.73	2.15
SES 1	147.	3.76	2.48	147.	3.58	2.53	147.	3.86	2.32	147.	3.63	2.31
SES 2	174.	3.87	2.14	174.	3.64	2.27	174.	3.76	2.10	174.	3.80	2.06
GIRLS	150.	3.64	2.23	150.	3.44	2.39	150.	3.66	2.13	150.	3.58	2.11
BOYS	171.	3.99	2.39	171.	3.78	2.41	171.	3.96	2.29	171.	3.82	2.2[illegible]
TOTAL SES 1	399.	3.45	2.44	399.	3.24	2.43	399.	3.30	2.33	399.	3.25	2.34
TOTAL SES 2	412.	3.48	2.13	412.	3.30	2.19	412.	3.42	2.11	412.	3.45	2.01
TOTAL GIRLS	391.	3.38	2.22	391.	3.15	2.28	391.	3.42	2.17	391.	3.38	2.18
TOTAL BOYS	420.	3.55	2.36	420.	3.39	2.34	420.	3.30	2.28	420.	3.32	2.20
SIGNIFICANT EFFECTS		GRADE			GRADE			GRADE			GRADE	

	TEACHER SCOLDING BOY 516			TEACHER SCOLDING GIRL 529			BOY SCOLDING TEACHER 558			GIRL SCOLDING TEACHER 544		
GROUP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	274.	4.50	1.71	274.	4.39	1.86	274.	3.36	2.36	274.	3.16	2.19
SES 1	135.	4.47	1.93	135.	4.33	2.08	135.	3.26	2.46	135.	3.16	2.32
SES 2	139.	4.54	1.49	139.	4.44	1.65	139.	3.46	2.26	139.	3.16	2.07
GIRLS	130.	4.67	1.58	130.	4.04	1.69	130.	3.08	2.20	130.	3.25	2.15
BOYS	144.	4.34	1.84	144.	4.74	2.03	144.	3.64	2.52	144.	3.07	2.24
GRADE 6, TOTAL	216.	4.42	1.76	216.	4.29	1.76	216.	3.75	2.32	216.	3.71	2.29
SES 1	117.	4.47	1.97	117.	4.41	1.81	117.	3.60	2.46	117.	3.59	2.45
SES 2	99.	4.37	1.54	99.	4.16	1.72	99.	3.90	2.18	99.	3.83	2.12
GIRLS	111.	4.64	1.75	111.	4.05	1.70	111.	3.67	2.26	111.	3.44	2.22
BOYS	105.	4.20	1.76	105.	4.52	1.83	105.	3.84	2.38	105.	3.98	2.35
GRADE 8, TOTAL	321.	3.93	1.58	321.	3.95	1.47	321.	3.75	2.15	321.	3.81	2.13
SES 1	147.	3.88	1.65	147.	3.95	1.40	147.	3.69	2.24	147.	3.67	2.21
SES 2	174.	3.98	1.51	174.	3.94	1.54	174.	3.81	2.07	174.	3.94	2.04
GIRLS	150.	4.12	1.41	150.	3.90	1.34	150.	3.53	2.11	150.	3.66	2.09
BOYS	171.	3.74	1.75	171.	4.00	1.60	171.	3.96	2.20	171.	3.95	2.17
TOTAL SES 1	399.	4.27	1.85	399.	4.23	1.76	399.	3.52	2.38	399.	3.47	2.33
TOTAL SES 2	412.	4.30	1.52	412.	4.18	1.63	412.	3.72	2.17	412.	3.65	2.08
TOTAL GIRLS	391.	4.48	1.58	391.	4.00	1.58	391.	3.43	2.19	391.	3.45	2.15
TOTAL BOYS	420.	4.09	1.78	420.	4.42	1.82	420.	3.81	2.36	420.	3.57	2.25
SIGNIFICANT EFFECTS		GRADE	SEX		GRADE	SEX					GRADE	

UNITED STATED WHITE

TABLE: PROBLEM THIRTEEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 13. VICTIM RATING.

ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	POLICEMAN SCOLDING BOY 520			POLICEMAN SCOLDING GIRL 538			BOY SCOLDING POLICEMAN 564			GIRL SCOLDING POLICEMAN 552		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	274.	4.94	1.72	274.	4.72	1.87	274.	2.65	2.17	274.	2.73	2.14
SES 1	135.	4.87	1.83	135.	4.89	1.92	135.	2.53	2.26	135.	2.74	2.25
SES 2	139.	5.02	1.60	139.	4.54	1.83	139.	2.77	2.09	139.	2.72	2.03
GIRLS	130.	4.82	1.63	130.	4.24	1.85	130.	2.76	2.16	130.	2.88	2.14
BOYS	144.	5.07	1.80	144.	5.19	1.90	144.	2.54	2.18	144.	2.59	2.15
GRADE 6, TOTAL	216.	4.86	1.61	216.	4.72	1.60	216.	3.45	2.26	216.	3.47	2.40
SES 1	117.	4.68	1.75	117.	4.51	1.75	117.	3.35	2.48	117.	3.52	2.60
SES 2	99.	5.05	1.46	99.	4.82	1.44	99.	3.54	2.04	99.	3.41	2.19
GIRLS	111.	4.95	1.52	111.	4.36	1.55	111.	3.42	2.26	111.	3.44	2.37
BOYS	105.	4.77	1.69	105.	5.08	1.64	105.	3.47	2.26	105.	3.49	2.43
GRADE 8, TOTAL	321.	4.27	1.65	321.	4.13	1.57	321.	3.51	2.11	321.	3.59	2.15
SES 1	147.	4.35	1.67	147.	4.13	1.57	147.	3.44	2.22	147.	3.71	2.31
SES 2	174.	4.19	1.63	174.	4.13	1.58	174.	3.57	2.01	174.	3.47	1.98
GIRLS	150.	4.43	1.52	150.	3.98	1.40	150.	3.23	2.09	150.	3.34	2.12
BOYS	171.	4.11	1.78	171.	4.28	1.74	171.	3.78	2.14	171.	3.84	2.17
TOTAL SES 1	399.	4.63	1.75	399.	4.54	1.75	399.	3.11	2.32	399.	3.32	2.39
TOTAL SES 2	412.	4.75	1.56	412.	4.50	1.62	412.	3.30	2.04	412.	3.20	2.07
TOTAL GIRLS	391.	4.73	1.56	391.	4.19	1.60	391.	3.14	2.17	391.	3.22	2.21
TOTAL BOYS	420.	4.65	1.76	420.	4.85	1.76	420.	3.27	2.20	420.	3.31	2.25
SIGNIFICANT EFFECTS		GRADE			GRADE SEX			GRADE			GRADE	

UNITED STATES BLACK

TABLE: PROBLEM TWELVE

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY STATUS SCORES. ANOVA PROBLEM 12, VARIABLES 1-3. AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

	ADULT ATTACKING CHILD 511,515,519,521,525,527, 529,533,537,539,545,553			CHILD ATTACKING ADULT 517,541,543,549,551, 557,559,561			CHILD ATTAKCING CHILD 513,523,531,535,547, 555,561,565		
GROUP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	238.	3.46	1.37	238.	5.99	1.24	238.	5.25	1.24
SES 1	149.	3.67	1.53	149.	6.00	1.21	149.	5.25	1.22
SES 2	89.	3.25	1.21	89.	5.97	1.27	89.	5.25	1.26
GIRLS	129.	3.28	1.36	129.	6.06	1.19	129.	5.38	1.13
BOYS	109.	3.65	1.37	109.	5.91	1.29	109.	5.12	1.35
GRADE 6, TOTAL	212.	3.05	1.17	212.	6.14	1.11	212.	4.83	1.25
SES 1	138.	3.08	1.20	138.	6.00	1.19	138.	4.72	1.22
SES 2	74.	3.02	1.15	74.	6.27	1.03	74.	4.94	1.27
GIRLS	107.	3.08	1.22	107.	6.30	1.01	107.	4.92	1.19
BOYS	105.	3.03	1.13	105.	5.97	1.20	105.	4.74	1.30
GRADE 8, TOTAL	204.	2.64	1.16	204.	5.59	1.55	204.	4.35	1.15
SES 1	138.	2.70	1.09	138.	5.66	1.56	138.	4.32	1.15
SES 2	66.	2.58	1.23	66.	5.53	1.54	66.	4.37	1.15
GIRLS	114.	2.76	1.15	114.	5.61	1.68	114.	4.55	1.33
BOYS	90.	2.52	1.18	90.	5.58	1.42	90.	4.15	0.97
TOTAL SES 1	425.	3.15	1.27	425.	5.88	1.32	425.	4.77	1.19
TOTAL SES 2	229.	2.95	1.20	229.	5.93	1.28	229.	4.85	1.23
TOTAL GIRLS	350.	3.04	1.24	350.	5.99	1.29	350.	4.95	1.21
TOTAL BOYS	304.	3.06	1.23	304.	5.82	1.30	304.	4.67	1.21
SIGNIFICANT EFFECTS		GRADE			GRADE			GRADE SEX	

TABLE: PROBLEM SIXTEEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY STATUS SCORES. ANOVA PROBLEM 16, VARIABLES 1-3. VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

	ADULT ATTACKING CHILD 512,526,520,522,526,528, 530,534,538,540,546,554			CHILD ATTACKING ADULT 518,542,544,550, 552,558,560,564			CHILD ATTAKCING CHILD 514,524,532,536, 548,556,562,566		
GROUP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	238.	3.90	1.32	238.	3.17	1.84	238.	2.70	1.33
SES 1	149.	3.71	1.35	149.	2.91	1.80	149.	2.57	1.35
SES 2	89.	4.10	1.30	89.	3.43	1.88	89.	2.83	1.32
GIRLS	129.	4.00	1.32	129.	2.89	1.77	129.	2.61	1.27
BOYS	109.	3.80	1.33	109.	3.45	1.91	109.	2.80	1.39
GRADE 6, TOTAL	212.	4.05	1.27	212.	3.93	2.03	212.	3.23	1.39
SES 1	138.	3.92	1.24	138.	4.17	2.01	138.	3.23	1.40
SES 2	74.	4.18	1.30	74.	3.69	2.04	74.	3.24	1.38
GIRLS	107.	4.06	1.41	107.	4.08	2.12	107.	3.32	1.48
BOYS	105.	4.03	1.13	105.	3.78	1.93	105.	3.14	1.30
GRADE 8, TOTAL	204.	3.74	1.27	204.	4.45	1.85	204.	3.16	1.28
SES 1	138.	3.74	1.14	138.	4.56	1.76	138.	3.12	1.26
SES 2	66.	3.74	1.40	66.	4.34	1.93	66.	3.21	1.30
GIRLS	114.	3.65	1.28	114.	4.58	1.84	114.	3.18	1.15
BOYS	90.	3.84	1.25	90.	4.32	1.85	90.	3.14	1.40
TOTAL SES 1	425.	3.79	1.24	425.	3.88	1.86	425.	2.97	1.34
TOTAL SES 2	229.	4.01	1.33	229.	3.82	1.95	229.	3.09	1.33
TOTAL GIRLS	350.	3.90	1.34	350.	3.85	1.91	350.	3.04	1.30
TOTAL BOYS	304.	3.89	1.24	304.	3.85	1.90	304.	3.03	1.36
SIGNIFICANT EFFECTS					GRADE			GRADE	

MEAN PEER AGGRESSION RATINGS FOR STATUS INDICES

Figure P 12 - SEX

UNITED STATES BLACK

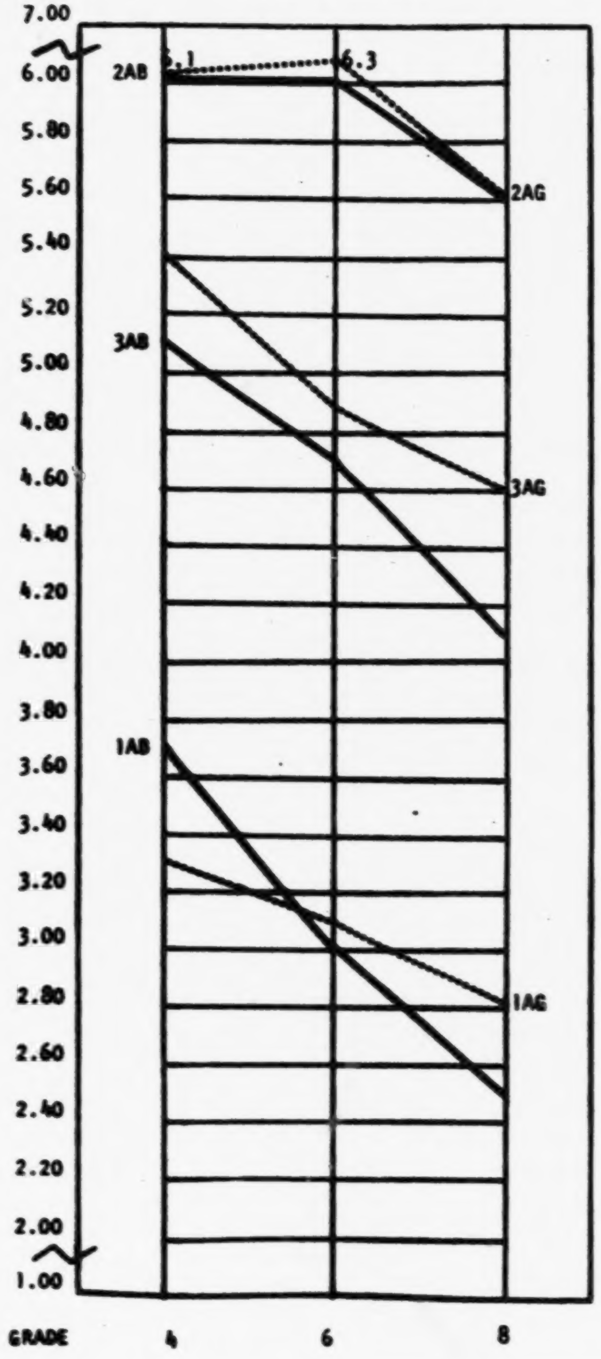
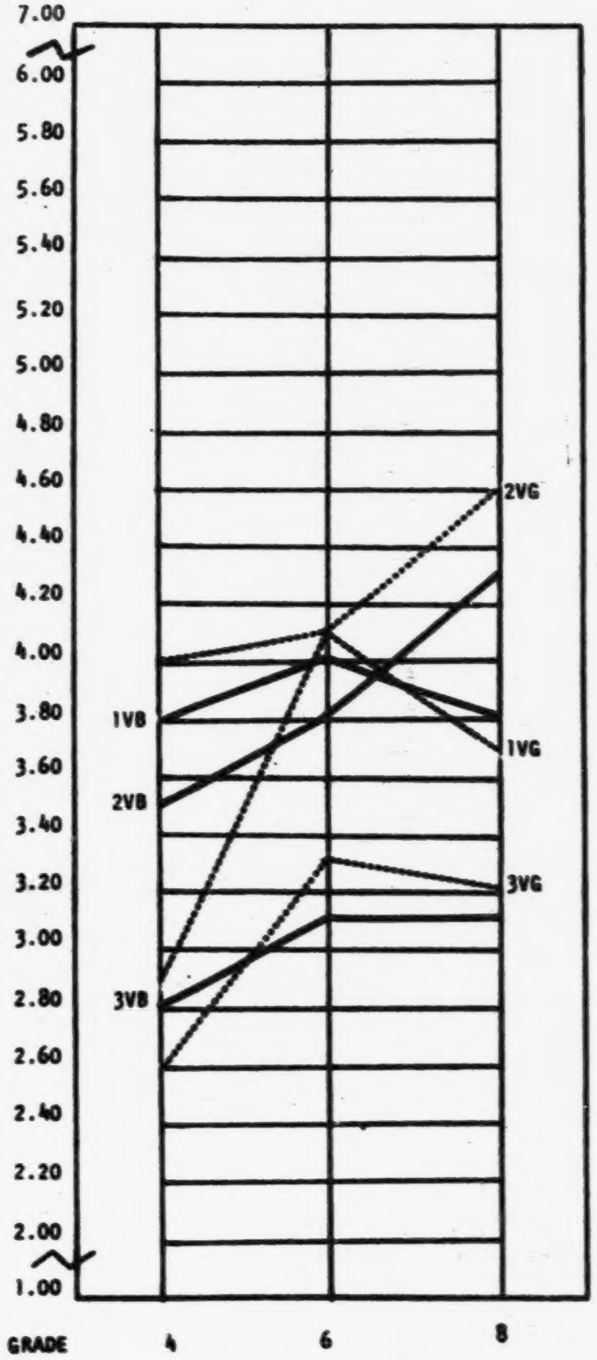


Figure P 16 - SEX

UNITED STATES BLACK



1 = ADULTS ATTACK CHILDREN
2 = CHILDREN ATTACK ADULTS
3 = CHILDREN ATTACK CHILDREN
A = AGGRESSORS' RATINGS
V = VICTIMS' RATINGS
B = BOYS' RATINGS
G = GIRLS' RATINGS

MEAN PEER AGGRESSION RATINGS FOR STATUS INDICES

Figure P 12 - SES

UNITED STATES BLACK

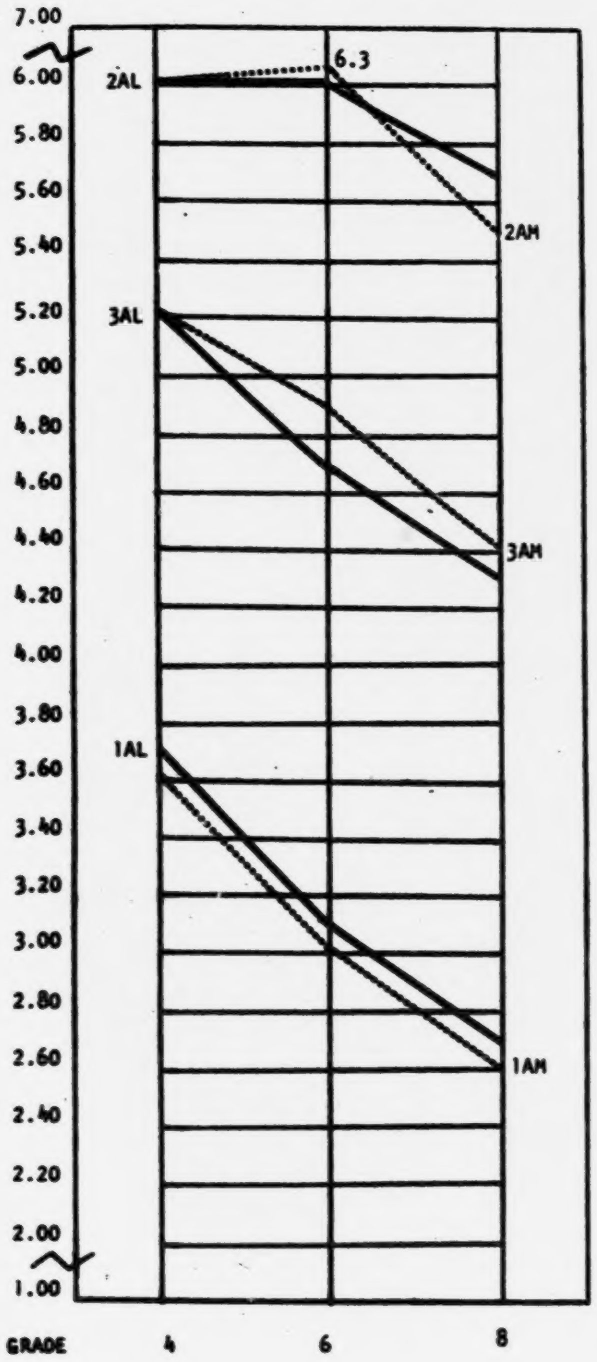
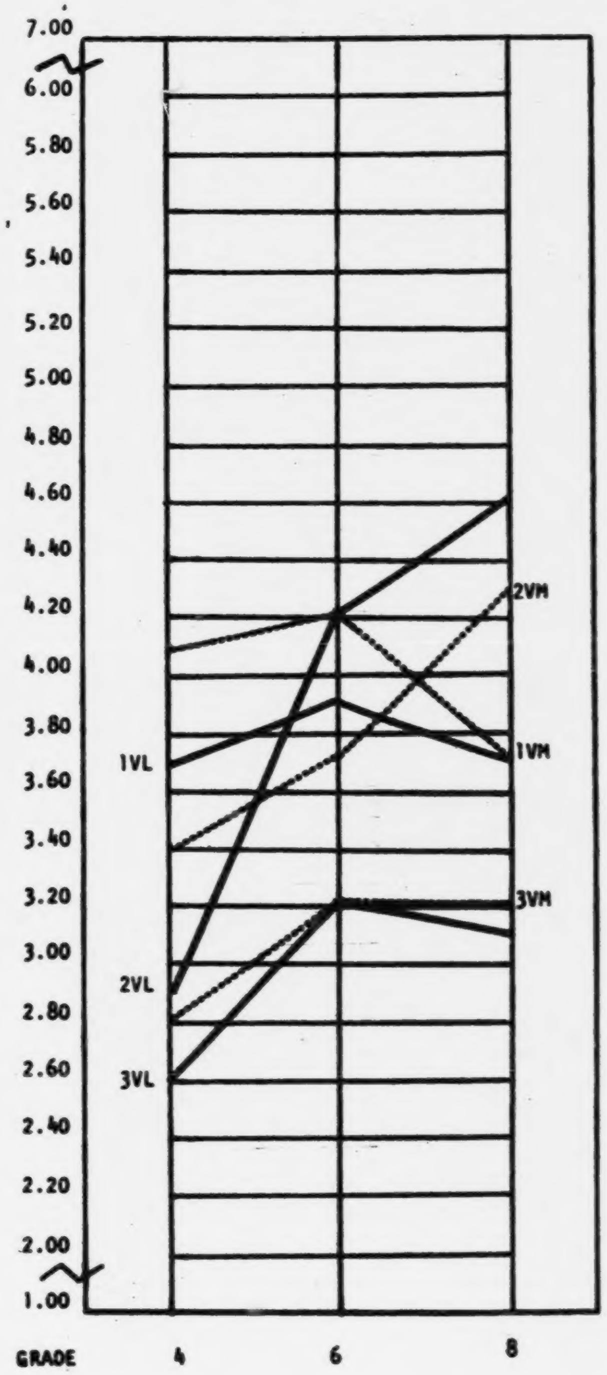


Figure P 16 - SES

UNITED STATES BLACK



1 = ADULTS ATTACK CHILDREN
2 = CHILDREN ATTACK ADULTS
3 = CHILDREN ATTACK CHILDREN
A = AGGRESSORS' RATINGS
V = VICTIMS' RATINGS
L = LOW SES
M = MIDDLE SES

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                                         UNITED STATES BLACK


                                         TABLE:  PROBLEM TEN
                          SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY SET SCORES.  ANOVA PROBLEM 10, VARIABLES 1-4.          AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

                        PARENTS HIT CHILDREN      CHILDREN HIT CHILDREN     PARENTS SCOLD CHILDREN    CHILDREN SCOLD CHILDREN
                         521,529,539,553           513,535,547,561           511,525,533,545           523,531,555,565
                        ------------------------  ------------------------  ------------------------  ------------------------
GROUP REPORTED             N    MEAN   S.D.          N    MEAN   S.D.          N    MEAN   S.D.          N    MEAN   S.D.
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   GRADE 4, TOTAL        238.   4.77   1.80        238.   5.38   1.39        238.   2.66   1.56        238.   5.11   1.38
            SES 1        149.   4.74   1.88        149.   5.28   1.36        149.   3.03   1.73        149.   5.27   1.34
            SES 2         89.   4.80   1.73         89.   5.47   1.42         89.   2.28   1.39         89.   5.03   1.42
            GIRLS        129.   4.59   1.92        129.   5.64   1.16        129.   2.37   1.45        129.   5.12   1.47
             BOYS        109.   4.96   1.69        109.   5.12   1.62        109.   2.94   1.66        109.   5.11   1.34

   GRADE 6, TOTAL        212.   4.74   1.92        212.   5.06   1.38        212.   1.95   1.23        212.   4.58   1.47
            SES 1        138.   4.72   2.03        138.   4.90   1.37        138.   1.97   1.26        138.   4.52   1.44
            SES 2         74.   4.76   1.82         74.   5.22   1.39         74.   1.93   1.20         74.   4.65   1.51
            GIRLS        107.   4.80   2.02        107.   5.20   1.30        107.   1.87   1.16        107.   4.63   1.43
             BOYS        105.   4.69   1.82        105.   4.93   1.46        105.   2.02   1.30        105.   4.54   1.46

   GRADE 8, TOTAL        204.   3.69   1.78        204.   4.61   1.37        204.   1.78   1.09        204.   4.07   1.28
            SES 1        138.   3.79   1.88        138.   4.61   1.34        138.   1.73   1.03        138.   4.03   1.28
            SES 2         66.   3.58   1.69         66.   4.62   1.39         66.   1.84   1.16         66.   4.11   1.27
            GIRLS        114.   4.07   1.82        114.   4.85   1.47        114.   1.82   1.04        114.   4.23   1.45
             BOYS         90.   3.31   1.75         90.   4.37   1.27         90.   1.75   1.14         90.   3.91   1.11

     TOTAL SES 1         425.   4.42   1.93        425.   4.93   1.36        425.   2.24   1.34        425.   4.58   1.36
     TOTAL SES 2         229.   4.38   1.75        229.   5.10   1.40        229.   2.02   1.25        229.   4.59   1.40

     TOTAL GIRLS         350.   4.49   1.92        350.   5.23   1.31        350.   2.02   1.21        350.   4.66   1.45
     TOTAL  BOYS         304.   4.32   1.75        304.   4.81   1.45        304.   2.24   1.37        304.   4.52   1.30
   SIGNIFICANT EFFECTS          GRADE                     GRADE   SEX               GRADE                     GRADE

                        CHILDREN SCOLD PARENTS    TEACHERS SCOLD CHILDREN   CHILDREN SCOLD TEACHERS   POLICEMEN SCOLD CHILDREN
                         517,541,549,556               515,527                   543,557                   519,537
                        ------------------------  ------------------------  ------------------------  ------------------------
GROUP REPORTED             N    MEAN   S.D.          N    MEAN   S.D.          N    MEAN   S.D.          N    MEAN   S.D.
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   GRADE 4, TOTAL        238.   6.03   1.23        238.   3.11   1.94        238.   5.87   1.70        238.   2.75   1.95
            SES 1        149.   5.99   1.29        149.   3.25   2.03        149.   5.95   1.64        149.   3.16   2.09
            SES 2         89.   6.07   1.18         89.   2.96   1.85         89.   5.79   1.76         89.   2.35   1.81
            GIRLS        129.   6.02   1.23        129.   2.89   1.92        129.   6.05   1.62        129.   2.79   2.02
             BOYS        109.   6.04   1.23        109.   3.32   1.96        109.   5.69   1.79        109.   2.72   1.89

   GRADE 6, TOTAL        212.   6.38   1.03        212.   2.69   1.80        212.   5.63   1.81        212.   2.24   1.51
            SES 1        138.   6.27   1.10        138.   2.78   1.93        138.   5.53   1.85        138.   2.31   1.57
            SES 2         74.   6.49   0.95         74.   2.60   1.67         74.   5.73   1.78         74.   2.17   1.46
            GIRLS        107.   6.47   0.95        107.   2.73   1.82        107.   5.90   1.66        107.   2.36   1.61
             BOYS        105.   6.28   1.11        105.   2.64   1.78        105.   5.36   1.97        105.   2.12   1.41

   GRADE 8, TOTAL        204.   6.01   1.43        204.   2.48   1.65        204.   5.11   2.07        204.   2.38   1.68
            SES 1        138.   6.07   1.44        138.   2.47   1.58        138.   5.14   2.15        138.   2.60   1.70
            SES 2         66.   5.95   1.43         66.   2.48   1.72         66.   5.07   1.99         66.   2.17   1.66
            GIRLS        114.   5.87   1.68        114.   2.38   1.60        114.   5.22   2.08        114.   2.35   1.57
             BOYS         90.   6.14   1.19         90.   2.58   1.69         90.   5.00   2.06         90.   2.42   1.79

     TOTAL SES 1         425.   6.11   1.28        425.   2.83   1.84        425.   5.54   1.88        425.   2.69   1.78
     TOTAL SES 2         229.   6.17   1.19        229.   2.68   1.75        229.   5.53   1.84        229.   2.23   1.64

     TOTAL GIRLS         350.   6.12   1.29        350.   2.67   1.78        350.   5.72   1.78        350.   2.50   1.73
     TOTAL  BOYS         304.   6.15   1.18        304.   2.85   1.81        304.   5.35   1.94        304.   2.42   1.70
   SIGNIFICANT EFFECTS          GRADE                     GRADE                     GRADE   SEX               GRADE   SES

                        CHILDREN SCOLD POLICEMEN
                              551,563
                        ------------------------
GROUP REPORTED             N    MEAN   S.D.
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   GRADE 4, TOTAL        238.   6.00   1.51                GRADE 8, TOTAL          204.   5.26   2.04
            SES 1        149.   6.05   1.43                         SES 1          138.   5.34   1.96
            SES 2         89.   5.95   1.58                         SES 2           66.   5.17   2.11
            GIRLS        129.   6.15   1.33                         GIRLS          114.   5.46   1.94
             BOYS        109.   5.85   1.69                          BOYS           90.   5.05   2.13

   GRADE 6, TOTAL        212.   6.17   1.32                   TOTAL SES 1          425.   5.78   1.62
            SES 1        138.   5.95   1.46                   TOTAL SES 2          229.   5.84   1.62
            SES 2         74.   6.40   1.18
            GIRLS        107.   6.38   1.18                   TOTAL GIRLS          350.   5.99   1.48
             BOYS        105.   5.97   1.46                   TOTAL  BOYS          304.   5.62   1.76
                                                        SIGNIFICANT EFFECTS            GRADE   SEX
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TABLE: PROBLEM FOURTEEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY SET SCORES. ANOVA PROBLEM 14, VARIABLES 1-4. VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	PARENTS HIT CHILDREN 522,530,540,554			CHILDREN HIT CHILDREN 514,536,546,562			PARENTS SCOLD CHILDREN 512,526,534,546			CHILDREN SCOLD CHILDREN 524,532,556,566		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	238.	3.35	1.62	238.	2.68	1.45	238.	4.26	1.43	238.	2.71	1.48
SES 1	149.	3.22	1.58	149.	2.59	1.49	149.	4.08	1.47	149.	2.54	1.48
SES 2	89.	3.49	1.66	89.	2.77	1.41	89.	4.44	1.40	89.	2.89	1.48
GIRLS	129.	3.54	1.68	129.	2.52	1.37	129.	4.38	1.41	129.	2.69	1.41
BOYS	109.	3.17	1.56	107.	2.84	1.52	109.	4.14	1.46	109.	2.74	1.56
GRADE 6, TOTAL	212.	3.56	1.60	212.	3.18	1.55	212.	4.32	1.44	212.	3.27	1.50
SES 1	138.	3.46	1.57	138.	3.20	1.56	138.	4.17	1.42	138.	3.25	1.50
SES 2	74.	3.66	1.63	74.	3.17	1.54	74.	4.48	1.46	74.	3.30	1.50
GIRLS	107.	3.61	1.76	107.	3.37	1.69	107.	4.34	1.58	107.	3.27	1.53
BOYS	105.	3.51	1.44	105.	3.00	1.41	105.	4.31	1.30	105.	3.28	1.47
GRADE 8, TOTAL	204.	3.56	1.55	204.	3.13	1.36	204.	3.98	1.40	204.	3.18	1.44
SES 1	138.	3.47	1.41	138.	3.02	1.38	138.	4.03	1.29	138.	3.20	1.33
SES 2	66.	3.65	1.70	66.	3.24	1.34	66.	3.94	1.50	66.	3.17	1.55
GIRLS	114.	3.51	1.50	114.	3.24	1.30	114.	3.85	1.43	114.	3.11	1.30
BOYS	90.	3.61	1.61	90.	3.02	1.42	90.	4.12	1.36	90.	3.26	1.59
TOTAL SES 1	425.	3.38	1.52	425.	2.94	1.48	425.	4.09	1.39	425.	3.03	1.44
TOTAL SES 2	229.	3.60	1.66	229.	3.06	1.43	229.	4.29	1.45	229.	3.12	1.51
TOTAL GIRLS	350.	3.55	1.65	350.	3.04	1.45	350.	4.19	1.47	350.	3.02	1.41
TOTAL BOYS	304.	3.43	1.53	304.	2.95	1.45	304.	4.19	1.37	304.	3.09	1.54
SIGNIFICANT EFFECTS					GRADE						GRADE	

GROUP REPORTED	CHILDREN SCOLD PARENTS 518,542,550,560			TEACHERS SCOLD CHILDREN 516,528			CHILDREN SCOLD TEACHERS 544,558			POLICEMEN SCOLD CHILDREN 520,538		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	238.	3.11	1.86	238.	3.88	1.69	238.	3.31	2.14	238.	4.29	1.79
SES 1	149.	2.88	1.84	149.	3.66	1.85	149.	3.08	2.14	149.	3.94	1.80
SES 2	89.	3.33	1.88	89.	4.09	1.54	89.	3.53	2.13	89.	4.63	1.78
GIRLS	129.	2.86	1.80	129.	3.90	1.69	129.	3.05	2.08	129.	4.25	1.74
BOYS	109.	3.35	1.93	109.	3.86	1.70	109.	3.57	2.19	109.	4.32	1.84
GRADE 6, TOTAL	212.	3.80	2.02	212.	4.04	1.71	212.	4.17	2.20	212.	4.45	1.55
SES 1	138.	3.98	2.07	138.	3.91	1.67	138.	4.39	2.14	138.	4.33	1.54
SES 2	74.	3.61	1.98	74.	4.17	1.76	74.	3.95	2.25	74.	4.60	1.55
GIRLS	107.	3.98	2.12	107.	3.99	1.85	107.	4.25	2.28	107.	4.46	1.71
BOYS	105.	3.61	1.93	105.	4.09	1.58	105.	4.10	2.11	105.	4.43	1.38
GRADE 8, TOTAL	204.	4.54	1.99	204.	3.56	1.59	204.	4.46	2.04	204.	3.76	1.55
SES 1	138.	4.64	1.88	138.	3.60	1.43	138.	4.53	1.98	138.	3.79	1.35
SES 2	66.	4.44	2.11	66.	3.52	1.76	66.	4.38	2.10	66.	3.73	1.75
GIRLS	114.	4.63	1.98	114.	3.48	1.67	114.	4.63	1.98	114.	3.64	1.52
BOYS	90.	4.45	2.00	90.	3.64	1.52	90.	4.28	2.09	90.	3.88	1.58
TOTAL SES 1	425.	3.83	1.93	425.	3.72	1.65	425.	4.00	2.09	425.	4.01	1.57
TOTAL SES 2	229.	3.79	1.99	229.	3.93	1.69	229.	3.95	2.16	229.	4.32	1.69
TOTAL GIRLS	350.	3.82	1.97	350.	3.79	1.74	350.	3.98	2.12	350.	4.12	1.66
TOTAL BOYS	304.	3.80	1.95	304.	3.86	1.60	304.	3.98	2.13	304.	4.21	1.60
SIGNIFICANT EFFECTS		GRADE						GRADE			GRADE	

GROUP REPORTED	CHILDREN SCOLD POLICEMEN 552,564		
	N	MEAN	S.D.
GRADE 4, TOTAL	238.	3.16	2.15
SES 1	149.	2.80	2.15
SES 2	89.	3.52	2.15
GIRLS	129.	2.79	1.99
BOYS	109.	3.53	2.31
GRADE 6, TOTAL	212.	3.97	2.36
SES 1	138.	4.34	2.26
SES 2	74.	3.59	2.46
GIRLS	107.	4.11	2.44
BOYS	105.	3.82	2.28
GRADE 8, TOTAL	204.	4.27	2.10
SES 1	138.	4.42	2.08
SES 2	66.	4.12	2.12
GIRLS	114.	4.44	2.03
BOYS	90.	4.10	2.17
TOTAL SES 1	425.	3.85	2.16
TOTAL SES 2	229.	3.74	2.24
TOTAL GIRLS	350.	3.78	2.15
TOTAL BOYS	304.	3.81	2.25
SIGNIFICANT EFFECTS		GRADE	

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TABLE: PROBLEM ELEVEN
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY SEX SCORES. ANOVA PROBLEM 11, VARIABLES 1-4. AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	MALE ATTAKCING MALE 511,519,531,535, 539,541,563			MALE ATTACKING FEMALE 517,523,529,533,537,561			FEMALE ATTACKING MALE 513,545,549,551,553,555			FEMALE ATTAKCING FEMALE 521,525,547,559,565		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	238.	4.58	0.96	238.	4.59	1.22	238.	5.02	1.21	238.	4.80	1.17
SES 1	149.	4.64	1.07	149.	4.82	1.23	149.	5.06	1.20	149.	4.87	1.19
SES 2	89.	4.51	0.86	89.	4.37	1.21	89.	4.97	1.22	89.	4.77	1.15
GIRLS	129.	4.62	0.94	129.	4.91	1.14	129.	4.63	1.29	129.	4.72	1.14
BOYS	109.	4.53	0.99	109.	4.28	1.30	109.	5.40	1.13	109.	4.87	1.20
GRADE 6, TOTAL	212.	4.44	0.88	212.	4.46	1.05	212.	4.62	1.00	212.	4.49	1.08
SES 1	138.	4.36	0.93	138.	4.49	1.04	138.	4.42	1.02	138.	4.49	1.02
SES 2	74.	4.52	0.84	74.	4.43	1.07	74.	4.82	0.98	74.	4.49	1.14
GIRLS	107.	4.54	0.84	107.	4.75	0.98	107.	4.33	1.04	107.	4.67	0.99
BOYS	105.	4.34	0.93	105.	4.17	1.13	105.	4.90	0.95	105.	4.37	1.17
GRADE 8, TOTAL	204.	3.92	0.84	204.	4.14	1.01	204.	4.06	1.05	204.	3.93	0.95
SES 1	138.	3.99	0.84	138.	4.17	1.02	138.	4.08	1.06	138.	3.95	1.03
SES 2	66.	3.85	0.84	66.	4.10	1.00	66.	4.04	1.04	66.	3.91	0.87
GIRLS	114.	4.02	0.83	114.	4.58	0.97	114.	3.93	1.18	114.	4.03	0.97
BOYS	90.	3.81	0.85	90.	3.69	1.06	90.	4.19	0.91	90.	3.83	0.93
TOTAL SES 1	425.	4.33	0.95	425.	4.49	1.10	425.	4.52	1.09	425.	4.42	1.08
TOTAL SES 2	229.	4.30	0.85	229.	4.30	1.09	229.	4.61	1.08	229.	4.39	1.06
TOTAL GIRLS	350.	4.40	0.87	350.	4.75	1.03	350.	4.30	1.17	350.	4.47	1.04
TOTAL BOYS	304.	4.23	0.92	304.	4.05	1.16	304.	4.83	1.00	304.	4.34	1.10
SIGNIFICANT EFFECTS		GRADE	SEX		GRADE	SEX		GRADE	SEX		GRADE	

TABLE: PROBLEM FIFTEEN
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

SUMMARY SEX SCORES. ANOVA PROBLEM 15, VARIABLES 1-4. VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	MALE ATTAKCING MALE 512,520,532,536, 540,542,564			MALE ATTACKING FEMALE 518,523,529,534,538,562			FEMALE ATTACKING MALE 514,546,550,552,554,556			FEMALE ATTAKCING FEMALE 522,526,548,560,566		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	238.	3.42	1.12	238.	3.23	1.28	238.	3.34	1.46	238.	3.28	1.34
SES 1	149.	3.33	1.15	149.	2.99	1.24	149.	3.04	1.40	149.	3.11	1.29
SES 2	89.	3.50	1.09	89.	3.46	1.32	89.	3.63	1.51	89.	3.45	1.38
GIRLS	129.	3.36	1.12	129.	3.01	1.17	129.	3.48	1.41	129.	3.19	1.22
BOYS	109.	3.48	1.12	109.	3.44	1.39	109.	3.19	1.51	109.	3.37	1.45
GRADE 6, TOTAL	212.	3.80	1.11	212.	3.62	1.15	212.	3.79	1.35	212.	3.75	1.28
SES 1	138.	3.90	1.06	138.	3.50	1.15	138.	3.90	1.32	138.	3.64	1.31
SES 2	74.	3.70	1.15	74.	3.74	1.16	74.	3.68	1.38	74.	3.86	1.26
GIRLS	107.	3.91	1.18	107.	3.47	1.22	107.	4.10	1.40	107.	3.80	1.30
BOYS	105.	3.68	1.03	105.	3.77	1.09	105.	3.48	1.30	105.	3.71	1.27
GRADE 8, TOTAL	204.	3.86	1.09	204.	3.62	1.20	204.	3.71	1.22	204.	3.82	1.24
SES 1	138.	3.89	1.06	138.	3.62	1.20	138.	3.72	1.16	138.	3.80	1.34
SES 2	66.	3.83	1.12	66.	3.61	1.19	66.	3.70	1.29	66.	3.84	1.15
GIRLS	114.	3.87	1.03	114.	3.47	1.02	114.	3.84	1.13	114.	3.80	1.11
BOYS	90.	3.85	1.15	90.	3.76	1.38	90.	3.58	1.32	90.	3.84	1.37
TOTAL SES 1	425.	3.71	1.09	425.	3.37	1.20	425.	3.55	1.29	425.	3.52	1.31
TOTAL SES 2	229.	3.67	1.12	779.	3.60	1.22	229.	3.67	1.39	229.	3.72	1.26
TOTAL GIRLS	350.	3.71	1.11	350.	3.32	1.13	350.	3.81	1.31	350.	3.59	1.21
TOTAL BOYS	304.	3.67	1.10	304.	3.66	1.29	304.	3.42	1.38	304.	3.64	1.36
SIGNIFICANT EFFECTS		GRADE			GRADE	SEX		GRADE	SEX		GRADE	

MEAN PEER AGGRESSION RATINGS FOR SEX INDICES

Figure P 11 - SEX

UNITED STATES BLACK

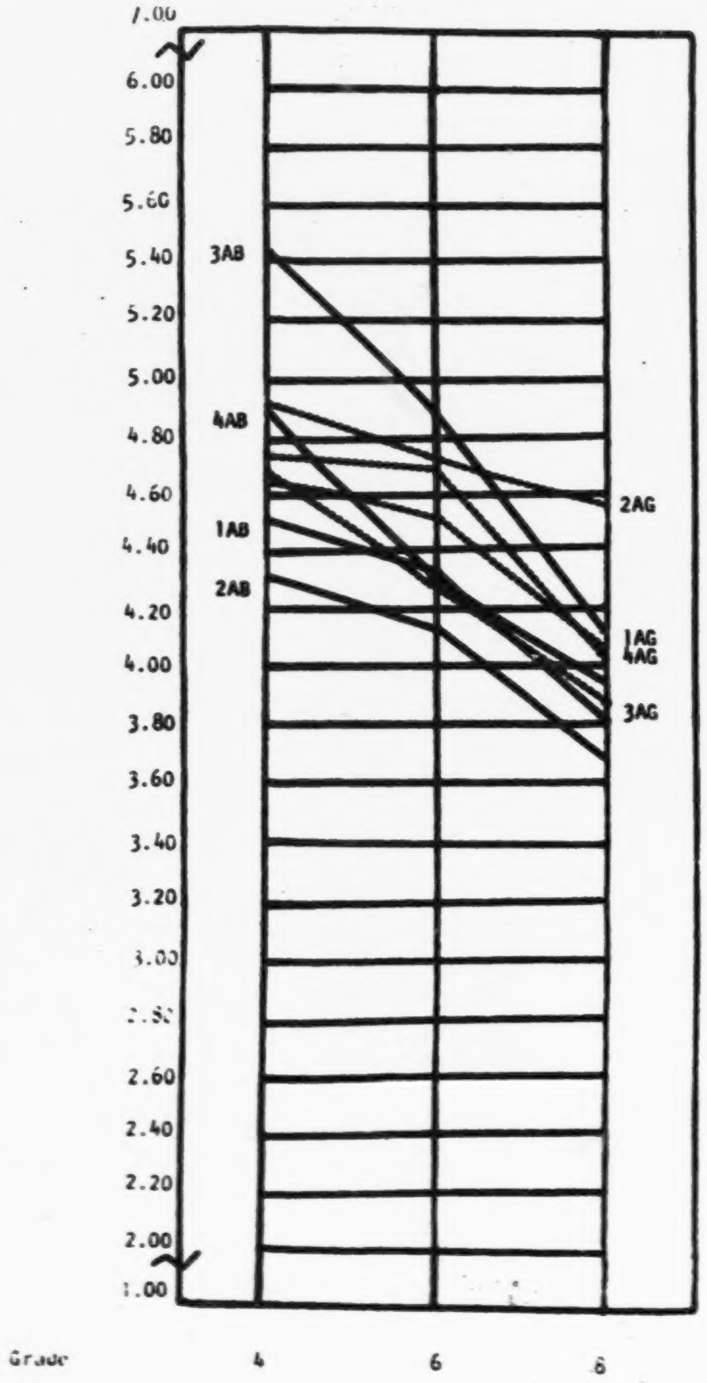
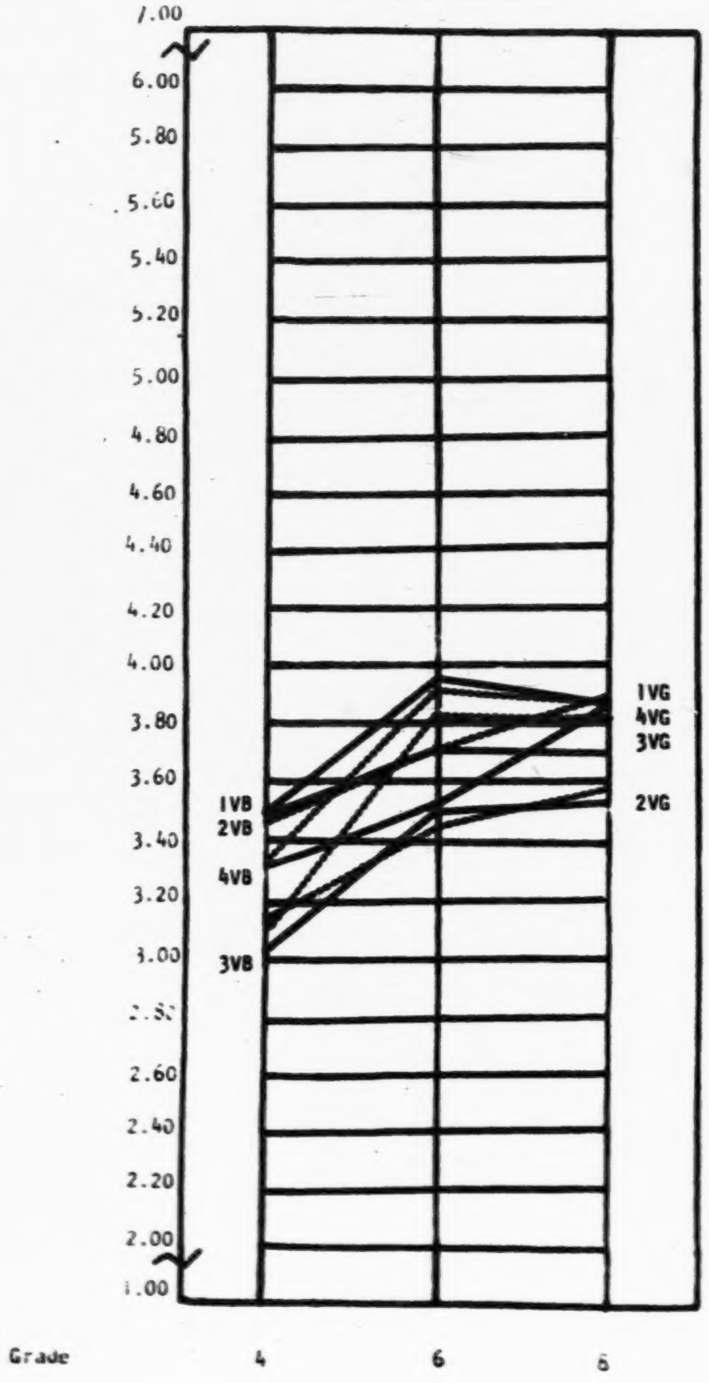


Figure P 15 - SEX

UNITED STATES BLACK



1 = MALES ATTACK MALES
2 = MALES ATTACK FEMALES
3 = FEMALES ATTACK MALES
4 = FEMALES ATTACK FEMALES
A = AGGRESSORS' RATINGS
V = VICTIMS' RATINGS
B = BOYS' RATINGS
G = GIRLS' RATINGS

UNITED STATES BLACK

TABLE: PROBLEM NINE

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 9, AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	FATHER HITTING SON 539			FATHER HITTING DAUGHTER 529			MOTHER HITTING SON 553			MOTHER HITTING DAUGHTER 521		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	238.	4.80	2.51	238.	5.23	2.40	238.	4.68	2.47	238.	4.45	2.44
SES 1	149.	4.81	2.51	149.	5.25	2.34	149.	4.69	2.48	149.	4.30	2.45
SES 2	89.	4.79	2.51	89.	5.22	2.46	89.	4.67	2.46	89.	4.60	2.43
GIRLS	129.	4.55	2.60	129.	5.25	2.37	129.	4.19	2.64	129.	4.43	2.35
BOYS	109.	5.06	2.42	109.	5.21	2.44	109.	5.17	2.31	109.	4.46	2.54
GRADE 6, TOTAL	212.	5.09	2.37	212.	5.30	2.30	212.	4.44	2.48	212.	4.20	2.46
SES 1	138.	4.95	2.41	138.	5.37	2.32	138.	4.35	2.54	138.	4.28	2.54
SES 2	74.	5.23	2.32	74.	5.24	2.29	74.	4.53	2.42	74.	4.12	2.37
GIRLS	107.	5.10	2.41	107.	5.57	2.25	107.	4.14	2.58	107.	4.45	2.46
BOYS	105.	5.09	2.32	105.	5.04	2.36	105.	4.74	2.38	105.	3.95	2.45
GRADE 8, TOTAL	204.	3.76	2.36	204.	4.58	2.23	204.	3.33	2.30	204.	3.16	2.16
SES 1	138.	3.81	2.43	138.	4.70	2.24	138.	3.52	2.34	138.	3.22	2.23
SES 2	66.	3.72	2.28	66.	4.45	2.22	66.	3.14	2.25	66.	3.10	2.09
GIRLS	114.	4.07	2.26	114.	5.10	2.14	114.	3.64	2.37	114.	3.55	2.29
BOYS	90.	3.46	2.46	90.	4.05	2.33	90.	3.02	2.22	90.	2.77	2.33
TOTAL SES 1	425.	4.52	2.45	425.	5.11	2.30	425.	4.19	2.46	425.	3.93	2.41
TOTAL SES 2	229.	4.58	2.37	229.	4.97	2.32	229.	4.12	2.38	229.	3.94	2.30
TOTAL GIRLS	350.	4.57	2.42	350.	5.31	2.25	350.	3.99	2.53	350.	4.14	2.36
TOTAL BOYS	304.	4.53	2.40	304.	4.77	2.37	304.	4.31	2.30	304.	3.73	2.34
SIGNIFICANT EFFECTS		GRADE						GRADE			GRADE	

GROUP REPORTED	BOY HITTING BOY 535			BOY HITTING GIRL 561			GIRL HITTING BOY 513			GIRL HITTING GIRL 547		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	238.	5.34	2.05	238.	5.46	1.83	238.	5.31	2.00	238.	5.46	2.16
SES 1	149.	5.06	2.19	149.	5.63	1.86	149.	5.19	1.97	149.	5.33	2.17
SES 2	89.	5.61	1.91	89.	5.29	1.79	89.	5.44	2.02	89.	5.59	2.15
GIRLS	129.	5.65	1.77	129.	6.38	1.10	129.	5.09	2.02	129.	5.51	2.14
BOYS	109.	5.02	2.33	109.	4.54	2.56	109.	5.53	1.98	109.	5.41	2.18
GRADE 6, TOTAL	212.	5.17	2.06	212.	5.63	1.67	212.	4.51	2.10	212.	5.02	2.19
SES 1	138.	4.93	2.17	138.	5.52	1.76	138.	4.37	2.20	138.	4.87	2.20
SES 2	74.	5.40	1.94	74.	5.74	1.58	74.	4.66	1.99	74.	5.16	2.19
GIRLS	107.	5.30	2.09	107.	6.44	1.07	107.	3.78	2.42	107.	5.34	2.11
BOYS	105.	5.04	2.03	105.	4.82	2.27	105.	5.25	1.77	105.	4.70	2.27
GRADE 8, TOTAL	204.	4.49	2.09	204.	5.15	1.85	204.	4.22	2.09	204.	4.67	2.16
SES 1	138.	4.53	2.03	138.	5.26	1.81	138.	4.13	2.07	138.	4.60	2.08
SES 2	66.	4.44	2.14	66.	5.05	1.88	66.	4.32	2.11	66.	4.73	2.25
GIRLS	114.	4.87	1.98	114.	6.15	1.39	114.	3.68	2.25	114.	4.78	2.17
BOYS	90.	4.10	2.19	90.	4.15	2.30	90.	4.76	1.93	90.	4.55	2.16
TOTAL SES 1	425.	4.84	2.13	425.	5.47	1.81	425.	4.56	2.08	425.	4.94	2.15
TOTAL SES 2	229.	5.15	2.00	229.	5.36	1.75	229.	4.81	2.04	229.	5.15	2.20
TOTAL GIRLS	350.	5.27	1.95	350.	6.32	1.19	350.	4.18	2.23	350.	5.21	2.14
TOTAL BOYS	304.	4.72	2.18	304.	4.51	2.38	304.	5.18	1.90	304.	4.89	2.20
SIGNIFICANT EFFECTS		GRADE	SEX		SEX			GRADE	SEX		GRADE	

UNITED STATES BLACK

TABLE: PROBLEM NINE

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 9, AGGRESSOR RATING.

ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	FATHER SCOLDING SON 511			FATHER SCOLDING DAUGHTER 533			MOTHER SCOLDING SON 545			MOTHER SCOLDING DAUGHTER 525		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	238.	2.28	1.85	238.	2.99	2.36	238.	2.87	2.31	238.	2.55	2.09
SES 1	149.	2.68	2.09	149.	3.45	2.48	149.	3.08	2.40	149.	2.98	2.27
SES 2	89.	1.88	1.61	89.	2.54	2.28	89.	2.66	2.23	89.	2.12	1.91
GIRLS	129.	2.18	1.82	129.	2.93	2.34	129.	2.19	2.03	129.	2.28	1.95
BOYS	109.	2.39	1.88	109.	3.06	2.42	109.	3.56	2.60	109.	2.82	2.22
GRADE 6, TOTAL	212.	1.67	1.36	212.	2.45	2.20	212.	1.88	1.65	212.	1.84	1.58
SES 1	138.	1.76	1.52	138.	2.60	2.24	138.	1.66	1.48	138.	1.92	1.71
SES 2	74.	1.59	1.20	74.	2.31	2.17	74.	2.10	1.81	74.	1.76	1.45
GIRLS	107.	1.59	1.45	107.	2.58	2.35	107.	1.58	1.45	107.	1.79	1.48
BOYS	105.	1.76	1.27	105.	2.33	2.06	105.	2.17	1.84	105.	1.89	1.68
GRADE 8, TOTAL	204.	1.62	1.43	204.	2.18	1.84	204.	1.81	1.62	204.	1.57	1.29
SES 1	138.	1.57	1.18	138.	2.08	1.67	138.	1.78	1.53	138.	1.55	[illegible]
SES 2	66.	1.67	1.69	66.	2.28	2.00	66.	1.84	1.71	66.	1.59	1.38
GIRLS	114.	1.51	1.20	114.	2.25	1.87	114.	1.89	1.71	114.	1.68	[illegible]
BOYS	90.	1.73	1.67	90.	2.11	1.81	90.	1.72	1.53	90.	1.46	1.19
TOTAL SES 1	425.	2.00	1.60	425.	2.71	2.13	425.	2.17	1.80	425.	2.15	1.73
TOTAL SES 2	229.	1.72	1.50	229.	2.37	2.15	229.	2.20	1.92	229.	1.82	1.58
TOTAL GIRLS	350.	1.76	1.49	350.	2.59	2.19	350.	1.89	1.73	350.	1.92	1.61
TOTAL BOYS	304.	1.96	1.61	304.	2.50	2.10	304.	2.48	1.99	304.	2.06	1.69
SIGNIFICANT EFFECTS		GRADE			GRADE			GRADE			GRADE	

GROUP REPORTED	BOY SCOLDING BOY 531			BOY SCOLDING GIRL 523			GIRL SCOLDING BOY 555			GIRL SCOLDING GIRL 565		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	238.	5.09	2.10	238.	4.76	2.10	238.	5.07	2.11	238.	5.60	2.03
SES 1	149.	5.21	2.01	149.	5.17	2.00	149.	4.94	2.15	149.	5.55	2.01
SES 2	89.	4.97	2.19	89.	4.35	2.19	89.	5.21	2.07	89.	5.64	1.98
GIRLS	129.	5.18	1.94	129.	5.54	1.81	129.	4.26	2.43	129.	5.54	1.99
BOYS	109.	5.00	2.25	109.	3.98	2.38	109.	5.88	1.81	109.	5.65	2.00
GRADE 6, TOTAL	212.	4.51	2.12	212.	4.63	2.18	212.	4.31	2.17	212.	4.98	2.12
SES 1	138.	4.51	2.09	138.	4.54	2.13	138.	4.02	2.24	138.	[illegible]	1.98
SES 2	74.	4.50	2.16	74.	4.62	2.22	74.	4.60	2.10	74.	4.95	2.26
GIRLS	107.	4.62	2.16	107.	5.16	2.05	107.	3.63	2.30	107.	5.19	2.07
BOYS	105.	4.39	2.09	105.	4.09	2.30	105.	4.98	2.04	105.	4.77	2.17
GRADE 8, TOTAL	204.	4.08	2.06	204.	4.09	1.86	204.	3.78	2.00	204.	4.40	1.95
SES 1	138.	4.17	1.95	138.	3.88	1.88	138.	3.71	2.02	138.	4.43	2.01
SES 2	66.	3.99	2.16	66.	4.29	1.85	66.	3.85	1.98	66.	4.38	1.89
GIRLS	114.	4.32	2.07	114.	5.05	1.84	114.	3.19	2.11	114.	4.44	1.98
BOYS	90.	3.85	2.04	90.	3.12	1.89	90.	4.47	1.89	90.	4.37	1.92
TOTAL SES 1	425.	4.63	2.02	425.	4.56	2.00	425.	4.22	2.13	425.	5.05	2.05
TOTAL SES 2	229.	4.49	2.17	229.	4.42	2.09	229.	4.55	2.05	229.	4.99	2.04
TOTAL GIRLS	350.	4.71	2.06	350.	5.25	1.90	350.	3.59	2.27	350.	5.06	2.01
TOTAL BOYS	304.	4.41	2.13	304.	3.73	2.19	304.	5.08	1.91	304.	4.93	2.04
SIGNIFICANT EFFECTS		GRADE			GRADE	SEX	GRADE		SEX		GRADE	

UNITED STATES BLACK

TABLE: PROBLEM NINE

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 9, AGGRESSOR RATING.
ITEM - HOW WRONG IS THE (AGGRESSOR).

GROUP REPORTED	BOY SCOLDING FATHER 541			BOY SCOLDING MOTHER 517			GIRL SCOLDING FATHER 549			GIRL SCOLDING MOTHER 559		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	238.	6.05	1.78	238.	6.09	1.63	238.	6.14	1.70	238.	5.92	1.91
SES 1	149.	5.97	1.90	149.	5.90	1.82	149.	6.24	1.58	149.	5.92	1.88
SES 2	89.	6.12	1.66	89.	6.27	1.44	89.	6.03	1.81	89.	5.92	1.93
GIRLS	129.	6.09	1.66	129.	6.23	1.46	129.	6.02	1.80	129.	5.81	1.97
BOYS	109.	6.01	1.89	109.	5.94	1.80	109.	6.25	1.60	109.	6.02	1.84
GRADE 6, TOTAL	212.	6.30	1.56	212.	6.39	1.41	212.	6.47	1.23	212.	6.39	1.24
SES 1	138.	6.16	1.69	138.	6.30	1.59	138.	6.30	1.41	138.	6.35	1.35
SES 2	74.	6.45	1.43	74.	6.47	1.24	74.	6.63	1.04	74.	6.44	1.12
GIRLS	107.	6.53	1.27	107.	6.27	1.67	107.	6.57	1.11	107.	6.57	1.07
BOYS	105.	6.08	1.85	105.	6.51	1.16	105.	6.36	1.34	105.	6.21	1.41
GRADE 8, TOTAL	204.	6.09	1.72	204.	6.24	1.65	204.	5.91	1.89	204.	5.84	1.79
SES 1	138.	6.00	1.90	138.	6.31	1.59	138.	6.05	1.73	138.	5.96	1.73
SES 2	66.	6.18	1.55	66.	6.16	1.71	66.	5.76	2.06	66.	5.72	1.85
GIRLS	114.	5.94	1.88	114.	6.14	1.78	114.	5.78	2.03	114.	5.68	2.04
BOYS	90.	6.23	1.56	90.	6.33	1.51	90.	6.03	1.76	90.	6.00	1.54
TOTAL SES 1	425.	6.04	1.83	425.	6.17	1.66	425.	6.20	1.57	425.	6.08	1.66
TOTAL SES 2	229.	6.25	1.55	229.	6.30	1.46	229.	6.14	1.64	229.	6.03	1.64
TOTAL GIRLS	350.	6.19	1.61	350.	6.21	1.64	350.	6.13	1.65	350.	6.02	1.69
TOTAL BOYS	304.	6.11	1.77	304.	6.26	1.49	304.	6.22	1.57	304.	6.08	1.67
SIGNIFICANT EFFECTS								GRADE			GRADE	

GROUP REPORTED	TEACHER SCOLDING BOY 515			TEACHER SCOLDING GIRL 527			BOY SCOLDING TEACHER 557			GIRL SCOLDING TEACHER 543		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	238.	3.15	2.24	238.	3.06	2.30	238.	5.78	2.01	238.	5.96	1.90
SES 1	149.	3.33	2.28	149.	3.16	2.38	149.	5.98	1.84	149.	5.92	1.92
SES 2	89.	2.98	2.21	89.	2.95	2.23	89.	5.58	2.19	89.	6.00	1.88
GIRLS	129.	2.74	2.23	129.	3.04	2.26	129.	6.09	1.71	129.	6.00	1.95
BOYS	109.	3.57	2.25	109.	3.07	2.34	109.	5.47	2.32	109.	5.92	1.95
GRADE 6, TOTAL	212.	2.52	1.93	212.	2.86	2.15	212.	5.76	1.90	212.	5.50	2.20
SES 1	138.	2.60	2.03	138.	2.96	2.40	138.	5.58	1.98	138.	5.49	2.19
SES 2	74.	2.44	1.83	74.	2.75	2.01	74.	5.95	1.82	74.	5.50	2.22
GIRLS	107.	2.46	1.94	107.	3.01	2.22	107.	6.04	1.75	107.	5.76	2.07
BOYS	105.	2.59	1.93	105.	2.70	2.09	105.	5.48	2.05	105.	5.24	2.33
GRADE 8, TOTAL	204.	2.48	1.85	204.	2.48	1.87	204.	5.06	2.24	204.	5.16	2.34
SES 1	138.	2.45	1.82	138.	2.50	1.77	138.	5.07	2.31	138.	5.22	2.32
SES 2	66.	2.51	1.88	66.	2.46	1.47	66.	5.04	2.17	66.	5.11	2.36
GIRLS	114.	2.30	1.82	114.	2.45	1.78	114.	5.30	2.18	114.	5.14	2.40
BOYS	90.	2.66	1.87	90.	2.50	1.96	90.	4.81	2.30	90.	5.18	2.28
TOTAL SES 1	425.	2.79	2.04	425.	2.87	2.15	425.	5.54	2.05	425.	5.54	2.14
TOTAL SES 2	229.	2.64	1.97	229.	2.72	2.07	229.	5.52	2.06	229.	5.54	2.15
TOTAL GIRLS	350.	2.50	2.00	350.	2.83	2.09	350.	5.81	1.88	350.	5.63	2.11
TOTAL BOYS	304.	2.94	2.02	304.	2.76	2.13	304.	5.25	2.22	304.	5.45	2.19
SIGNIFICANT EFFECTS		GRADE	SEX		GRADE			GRADE	SEX		GRADE	

UNITED STATES BLACK

TABLE: PROBLEM NINE

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 9, AGGRESSOR RATING.

ITEM - HOW WRONG IS THE (AGGRESSOR).

	POLICEMAN SCOLDING BOY 519			POLICEMAN SCOLDING GIRL 547			BOY SCOLDING POLICEMAN 563			GIRL SCOLDING POLICEMAN 551		
GROUP REPORTED	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	238.	2.48	2.23	238.	3.03	2.42	238.	6.00	1.74	238.	6.00	1.86
SES 1	149.	2.81	2.34	149.	3.50	2.59	149.	5.92	1.75	149.	6.19	1.67
SES 2	89.	2.14	2.11	89.	2.57	2.25	89.	6.07	1.74	89.	5.82	2.05
GIRLS	129.	2.44	2.20	129.	3.13	2.50	129.	6.28	1.45	129.	6.02	1.83
BOYS	109.	2.51	2.25	109.	2.93	2.34	109.	5.72	2.03	109.	5.98	1.89
GRADE 6, TOTAL	212.	2.10	1.72	212.	2.38	1.88	212.	6.23	1.42	212.	6.12	1.55
SES 1	138.	2.11	1.79	138.	2.51	1.99	138.	6.08	1.50	138.	5.82	1.80
SES 2	74.	2.10	1.65	74.	2.25	1.77	74.	6.38	1.35	74.	6.41	1.30
GIRLS	107.	2.24	1.93	107.	2.48	1.96	107.	6.43	1.25	107.	6.32	1.46
BOYS	105.	1.96	1.51	105.	2.28	1.80	105.	6.03	1.60	105.	5.91	1.64
GRADE 8, TOTAL	204.	2.17	1.78	204.	2.60	2.00	204.	5.21	2.17	204.	5.30	2.22
SES 1	138.	2.41	1.81	138.	2.80	2.04	138.	5.39	2.09	138.	5.29	2.16
SES 2	66.	1.93	1.75	66.	2.40	1.96	66.	5.03	2.25	66.	5.31	2.28
GIRLS	114.	1.92	1.48	114.	2.78	2.07	114.	5.53	2.01	114.	5.38	2.17
BOYS	90.	2.42	2.08	90.	2.42	1.93	90.	4.89	2.34	90.	5.22	2.26
TOTAL SES 1	425.	2.44	1.98	425.	2.94	2.21	425.	5.79	1.78	425.	5.77	1.87
TOTAL SES 2	229.	2.06	1.84	229.	2.40	2.00	229.	5.83	1.78	229.	5.85	1.88
TOTAL GIRLS	350.	2.20	1.87	350.	2.80	2.18	350.	6.08	1.57	350.	5.91	1.82
TOTAL BOYS	304.	2.30	1.95	304.	2.54	2.03	304.	5.54	1.99	304.	5.71	1.93
SIGNIFICANT EFFECTS					GRADE SES			GRADE SEX			GRADE	

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TABLE: PROBLEM THIRTEEN

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PAR INDICES.

ANOVA PROBLEM 13. VICTIM RATING.

ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	FATHER HITTING SON 540			FATHER HITTING DAUGHTER 530			MOTHER HITTING SON 554			MOTHER HITTING DAUGHTER 522		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	238.	3.24	2.23	238.	3.18	2.24	238.	3.66	2.33	238.	3.41	2.26
SES 1	149.	3.21	2.20	149.	3.12	2.27	149.	3.39	2.27	149.	3.24	2.28
SES 2	89.	3.26	2.27	89.	3.25	2.22	89.	3.93	2.39	89.	3.57	2.24
GIRLS	129.	3.59	2.35	129.	3.20	2.25	129.	4.06	2.33	129.	3.37	2.25
BOYS	109.	2.88	2.12	109.	3.17	2.23	109.	3.26	2.34	109.	3.44	2.28
GRADE 6, TOTAL	212.	3.30	2.03	212.	3.54	2.12	212.	3.83	2.17	212.	3.66	2.21
SES 1	138.	3.35	2.06	138.	3.24	2.07	138.	3.77	2.08	138.	3.54	2.19
SES 2	74.	3.25	2.01	74.	3.83	2.17	74.	3.90	2.25	74.	3.78	2.24
GIRLS	107.	3.48	2.17	107.	3.27	2.16	107.	4.14	2.23	107.	3.62	2.24
BOYS	105.	3.12	1.89	105.	3.80	2.08	105.	3.53	2.10	105.	3.70	2.18
GRADE 8, TOTAL	204.	3.56	1.95	204.	3.47	2.04	204.	3.65	2.10	204.	3.65	1.99
SES 1	138.	3.38	1.82	138.	3.39	1.92	138.	3.57	1.95	138.	3.62	1.83
SES 2	66.	3.74	2.07	66.	3.54	2.17	66.	3.72	2.26	66.	3.68	2.15
GIRLS	114.	3.67	1.88	114.	3.24	1.93	114.	3.79	2.13	114.	3.43	1.92
BOYS	90.	3.45	2.02	90.	3.69	2.16	90.	3.50	2.07	90.	3.87	2.05
TOTAL SES 1	425.	3.32	2.03	425.	3.25	2.08	425.	3.58	2.10	425.	3.47	2.10
TOTAL SES 2	229.	3.41	2.11	229.	3.54	2.18	229.	3.85	2.30	229.	3.68	2.21
TOTAL GIRLS	350.	3.58	2.13	350.	3.24	2.11	350.	4.00	2.23	350.	3.47	2.14
TOTAL BOYS	304.	3.15	2.01	304.	3.55	2.16	304.	3.43	2.17	304.	3.57	2.17
SIGNIFICANT EFFECTS								SEX				

GROUP REPORTED	BOY HITTING BOY 536			BOY HITTING GIRL 562			GIRL HITTING BOY 514			GIRL HITTING GIRL 548		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	238.	2.74	2.13	238.	2.66	2.15	238.	2.57	2.07	238.	2.82	2.30
SES 1	149.	2.68	2.12	149.	2.40	2.13	149.	2.44	1.90	149.	2.92	2.33
SES 2	89.	2.81	2.14	89.	2.92	2.16	89.	2.70	2.24	89.	2.72	2.27
GIRLS	129.	2.62	2.05	129.	2.11	1.87	129.	2.69	[illegible]	129.	2.74	2.16
BOYS	109.	2.87	2.22	109.	3.21	2.43	109.	2.45	2.07	109.	2.90	2.44
GRADE 6, TOTAL	212.	3.19	2.25	212.	3.32	2.32	212.	2.97	2.18	212.	3.33	2.20
SES 1	138.	3.18	2.23	138.	3.21	2.18	138.	3.08	2.35	138.	3.40	2.18
SES 2	74.	3.20	2.27	74.	3.43	2.46	74.	2.86	2.01	74.	3.26	2.27
GIRLS	107.	3.26	2.28	107.	3.16	2.38	107.	3.62	2.38	107.	3.51	2.30
BOYS	105.	3.12	2.22	105.	3.48	2.26	105.	2.32	1.98	105.	3.15	2.09
GRADE 8, TOTAL	204.	3.11	2.16	204.	3.46	2.24	204.	2.64	2.15	204.	3.41	2.20
SES 1	138.	3.01	2.05	138.	3.42	2.17	138.	2.56	2.10	138.	3.19	2.11
SES 2	66.	3.20	2.27	66.	3.50	2.30	66.	2.72	2.20	66.	3.62	2.30
GIRLS	114.	3.07	2.07	114.	3.48	2.27	114.	2.94	2.36	114.	3.57	2.11
BOYS	90.	3.14	2.26	90.	3.45	2.20	90.	2.33	1.93	90.	3.24	2.30
TOTAL SES 1	425.	2.96	2.13	425.	3.01	2.16	425.	2.69	2.12	425.	3.17	2.21
TOTAL SES 2	229.	3.07	2.23	229.	3.29	2.31	229.	2.76	2.15	229.	3.20	2.26
TOTAL GIRLS	350.	2.98	2.13	350.	2.92	2.17	350.	3.08	2.27	350.	3.27	2.19
TOTAL BOYS	304.	3.05	2.23	304.	3.38	2.30	304.	2.37	1.99	304.	3.10	2.28
SIGNIFICANT EFFECTS					GRADE			SEX				

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TABLE: PROBLEM THIRTEEN
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ANOVA PROBLEM 13. VICTIM RATING.
ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	FATHER SCOLDING SON 512			FATHER SCOLDING DAUGHTER 534			MOTHER SCOLDING SON 546			MOTHER SCOLDING DAUGHTER 526		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	238.	4.78	1.91	238.	3.97	2.27	238.	4.18	2.19	238.	4.17	2.24
SES 1	149.	4.86	1.95	149.	3.78	2.31	149.	3.87	2.28	149.	3.91	2.28
SES 2	89.	4.70	1.86	89.	4.17	2.23	89.	4.49	2.09	89.	4.47	2.20
GIRLS	129.	4.93	1.80	129.	3.92	2.18	129.	4.47	2.03	129.	4.26	2.18
BOYS	109.	4.62	2.02	109.	4.02	2.35	109.	3.89	2.34	109.	4.12	2.30
GRADE 6, TOTAL	212.	4.72	1.91	212.	4.01	1.96	212.	4.38	1.89	212.	4.27	2.03
SES 1	138.	4.65	1.86	138.	3.91	2.03	138.	4.19	1.93	138.	4.03	1.94
SES 2	74.	4.79	1.96	74.	4.11	1.88	74.	4.57	1.84	74.	4.54	2.12
GIRLS	107.	4.79	1.95	107.	3.83	2.05	107.	4.52	2.02	107.	4.29	2.01
BOYS	105.	4.65	1.87	105.	4.19	1.87	105.	4.25	1.76	105.	4.25	2.04
GRADE 8, TOTAL	204.	4.50	1.93	204.	3.80	1.94	204.	3.73	1.91	204.	4.01	1.91
SES 1	138.	4.53	1.75	138.	3.89	1.91	138.	3.76	1.76	138.	4.04	1.74
SES 2	66.	4.47	2.11	66.	3.71	1.97	66.	3.70	2.05	66.	3.97	2.08
GIRLS	114.	4.19	2.02	114.	3.76	1.89	114.	3.63	1.94	114.	3.92	1.95
BOYS	90.	4.61	1.84	90.	3.83	1.99	90.	3.82	1.87	90.	4.09	1.87
TOTAL SES 1	425.	4.68	1.85	425.	3.86	2.08	425.	3.94	1.99	425.	3.98	1.99
TOTAL SES 2	229.	4.65	1.98	229.	3.99	2.03	229.	4.26	2.00	229.	4.33	2.13
TOTAL GIRLS	350.	4.64	1.92	350.	3.84	2.04	350.	4.21	2.00	350.	4.16	2.05
TOTAL BOYS	304.	4.69	1.91	304.	4.02	2.07	304.	3.99	1.99	304.	4.15	2.07
SIGNIFICANT EFFECTS												

GROUP REPORTED	BOY SCOLDING BOY 532			BOY SCOLDING GIRL 524			GIRL SCOLDING BOY 556			GIRL SCOLDING GIRL 566		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	238.	2.46	2.00	238.	2.50	2.01	238.	3.12	2.31	238.	2.84	2.30
SES 1	149.	2.41	2.06	149.	2.34	1.85	149.	2.82	2.27	149.	2.65	2.24
SES 2	89.	2.51	1.94	89.	2.65	2.16	89.	3.43	2.35	89.	3.03	2.37
GIRLS	129.	2.43	1.88	129.	2.11	1.69	129.	3.55	2.30	129.	2.73	2.27
BOYS	109.	2.48	2.11	109.	2.89	2.32	109.	2.70	2.32	109.	2.95	2.41
GRADE 6, TOTAL	212.	2.92	2.01	212.	3.02	2.17	212.	3.68	2.30	212.	3.55	2.30
SES 1	138.	2.94	2.03	138.	2.87	2.05	138.	3.84	2.24	138.	3.43	2.23
SES 2	74.	2.90	2.00	74.	3.17	2.28	74.	3.53	2.35	74.	3.68	2.38
GIRLS	107.	3.05	2.14	107.	2.65	2.01	107.	3.97	2.41	107.	3.53	2.29
BOYS	105.	2.79	1.89	105.	3.39	2.33	105.	3.40	2.18	105.	3.61	2.31
GRADE 8, TOTAL	204.	2.83	1.85	204.	3.07	2.03	204.	3.35	2.17	204.	3.56	2.13
SES 1	138.	2.95	1.84	138.	3.14	2.01	138.	3.25	2.14	138.	3.52	2.06
SES 2	66.	2.70	1.87	66.	3.00	2.06	66.	3.46	2.21	66.	3.59	2.20
GIRLS	114.	2.79	1.75	114.	2.68	1.91	114.	3.51	2.07	114.	3.54	2.09
BOYS	90.	2.87	1.95	90.	3.47	2.15	90.	3.70	2.28	90.	3.58	2.17
TOTAL SES 1	425.	2.77	1.97	425.	2.78	1.97	425.	3.31	2.22	425.	3.23	2.17
TOTAL SES 2	229.	2.70	1.93	229.	2.94	2.17	229.	3.47	2.30	229.	3.43	2.32
TOTAL GIRLS	350.	2.76	1.92	350.	2.48	1.87	350.	3.68	2.26	350.	3.25	2.11
TOTAL BOYS	304.	2.71	1.99	304.	3.25	2.27	304.	3.10	2.26	304.	3.38	2.30
SIGNIFICANT EFFECTS					GRADE	SEX		GRADE	SEX		GRADE	

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ITEM - HOW WRONG IS THE (VICTIM).

GROUP REPORTED	BOY SCOLDING FATHER 542			BOY SCOLDING MOTHER 518			GIRL SCOLDING FATHER 550			GIRL SCOLDING MOTHER 560		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	238.	3.23	2.48	238.	2.93	2.30	238.	3.18	2.46	238.	3.15	2.40
SES 1	149.	3.16	2.37	149.	2.70	2.19	149.	2.89	2.43	149.	2.84	2.32
SES 2	89.	3.31	2.60	89.	3.16	2.42	89.	3.47	2.48	89.	3.46	2.40
GIRLS	129.	2.90	2.35	129.	2.57	2.17	129.	3.11	2.36	129.	2.84	2.25
BOYS	109.	3.57	2.61	109.	3.19	2.44	109.	3.25	2.56	109.	3.45	2.54
GRADE 6, TOTAL	212.	4.05	2.51	212.	3.40	2.53	212.	3.85	2.45	212.	3.95	2.55
SES 1	138.	4.41	2.51	138.	3.52	2.63	138.	4.10	2.48	138.	3.85	2.47
SES 2	74.	3.68	2.51	74.	3.19	2.44	74.	3.60	2.42	74.	4.04	2.64
GIRLS	107.	4.17	2.57	107.	3.60	2.62	107.	4.14	2.54	107.	4.08	2.63
BOYS	105.	3.92	2.45	105.	3.21	2.45	105.	3.56	2.37	105.	3.81	2.48
GRADE 8, TOTAL	204.	4.59	2.44	204.	4.49	2.57	204.	4.66	2.38	204.	4.48	2.45
SES 1	138.	4.76	2.40	138.	4.40	2.50	138.	4.85	2.25	138.	4.62	2.37
SES 2	66.	4.42	2.47	66.	4.58	2.64	66.	4.46	2.50	66.	4.35	2.54
GIRLS	114.	4.68	2.46	114.	4.54	2.56	114.	4.82	2.31	114.	4.53	2.46
BOYS	90.	4.50	2.41	90.	4.44	2.58	90.	4.49	2.45	90.	4.44	2.44
TOTAL SES 1	425.	4.11	2.43	425.	3.57	2.44	425.	3.95	2.39	425.	3.77	2.39
TOTAL SES 2	229.	3.81	2.53	229.	3.64	2.50	229.	3.84	2.47	229.	3.95	2.55
TOTAL GIRLS	350.	3.92	2.46	350.	3.60	2.45	350.	4.02	2.40	350.	3.82	2.45
TOTAL BOYS	304.	4.00	2.49	304.	3.61	2.49	304.	3.77	2.46	304.	3.93	2.49
SIGNIFICANT EFFECTS		GRADE			GRADE			GRADE			GRADE	

GROUP REPORTED	TEACHER SCOLDING BOY 516			TEACHER SCOLDING GIRL 528			BOY SCOLDING TEACHER 558			GIRL SCOLDING TEACHER 544		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	238.	3.81	2.03	238.	3.94	2.11	238.	3.34	2.42	238.	3.27	2.44
SES 1	149.	3.63	2.21	149.	3.70	2.18	149.	3.07	2.43	149.	3.10	2.39
SES 2	89.	3.99	1.85	89.	4.19	2.03	89.	3.62	2.41	89.	3.44	2.49
GIRLS	129.	3.93	1.99	129.	3.86	2.12	129.	3.10	2.31	129.	3.00	2.41
BOYS	109.	3.69	2.07	109.	4.03	2.09	109.	3.59	2.52	109.	3.54	2.48
GRADE 6, TOTAL	212.	4.16	2.07	212.	3.92	2.00	212.	4.20	2.52	212.	4.14	2.40
SES 1	138.	4.11	2.03	138.	3.71	1.93	138.	4.40	2.47	138.	4.39	2.31
SES 2	74.	4.22	2.11	74.	4.13	2.07	74.	4.01	2.57	74.	3.90	2.48
GIRLS	107.	4.28	2.06	107.	3.70	2.11	107.	4.23	2.58	107.	4.27	2.34
BOYS	105.	4.04	2.08	105.	4.14	1.90	105.	4.18	2.46	105.	4.02	2.46
GRADE 8, TOTAL	204.	3.59	1.89	204.	3.53	1.79	204.	4.43	2.37	204.	4.48	2.30
SES 1	138.	3.60	1.75	138.	3.61	1.64	138.	4.40	2.36	138.	4.67	2.21
SES 2	66.	3.58	2.03	66.	3.45	1.93	66.	4.47	2.39	66.	4.29	2.38
GIRLS	114.	3.62	1.95	114.	3.33	1.86	114.	4.68	2.27	114.	4.58	2.30
BOYS	90.	3.56	1.83	90.	3.72	1.72	90.	4.18	2.48	90.	4.39	2.29
TOTAL SES 1	425.	3.78	1.99	425.	3.67	1.72	425.	3.95	2.42	425.	4.05	2.30
TOTAL SES 2	229.	3.93	2.00	229.	3.92	2.01	229.	4.03	2.46	229.	3.88	2.45
TOTAL GIRLS	350.	3.95	2.00	350.	3.63	2.03	350.	4.00	2.39	350.	3.95	2.35
TOTAL BOYS	304.	3.76	1.99	304.	3.96	1.90	304.	3.99	2.49	304.	3.98	2.41
SIGNIFICANT EFFECTS		GRADE						GRADE			GRADE	

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GROUP REPORTED	POLICEMAN SCOLDING BOY 520			POLICEMAN SCOLDING GIRL 538			BOY SCOLDING POLICEMAN 564			GIRL SCOLDING POLICEMAN 552		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	238.	4.47	2.18	238.	4.10	2.21	238.	3.01	2.37	238.	3.31	2.44
SES 1	149.	4.26	2.24	149.	3.62	2.32	149.	2.75	2.32	149.	2.86	2.30
SES 2	89.	4.69	2.12	89.	4.57	2.10	89.	3.26	2.43	89.	3.77	2.58
GIRLS	129.	4.48	2.04	129.	4.02	2.31	129.	2.56	2.16	129.	3.32	2.27
BOYS	109.	4.47	2.31	109.	4.17	2.11	109.	3.45	2.59	109.	3.61	2.61
GRADE 6, TOTAL	212.	4.46	1.88	212.	4.44	1.90	212.	3.93	2.51	212.	4.01	2.47
SES 1	138.	4.46	1.90	138.	4.15	1.98	138.	4.26	2.40	138.	4.41	2.42
SES 2	74.	4.46	1.87	74.	4.73	1.82	74.	3.59	2.62	74.	3.60	2.52
GIRLS	107.	4.61	1.93	107.	4.32	2.07	107.	4.02	2.55	107.	4.20	2.56
BOYS	105.	4.31	1.84	105.	4.56	1.73	105.	3.83	2.47	105.	3.81	2.39
GRADE 8, TOTAL	204.	4.12	1.86	204.	3.40	1.75	204.	4.30	2.35	204.	4.23	2.32
SES 1	138.	4.11	1.71	138.	3.48	1.61	138.	4.49	2.30	138.	4.35	2.30
SES 2	66.	4.14	2.02	66.	3.31	1.89	66.	4.12	2.41	66.	4.12	2.34
GIRLS	114.	4.16	1.91	114.	3.12	1.69	114.	4.54	2.35	114.	4.34	2.26
BOYS	90.	4.08	1.82	90.	3.67	1.80	90.	4.07	2.36	90.	4.12	2.38
TOTAL SES 1	425.	4.27	1.95	425.	3.75	1.97	425.	3.83	2.34	425.	3.87	2.34
TOTAL SES 2	229.	4.43	2.00	229.	4.20	1.93	229.	3.66	2.49	229.	3.83	2.48
TOTAL GIRLS	350.	4.42	1.96	350.	3.82	2.03	350.	3.71	2.35	350.	3.86	2.36
TOTAL BOYS	304.	4.29	1.99	304.	4.13	1.88	304.	3.78	2.47	304.	3.85	2.46
SIGNIFICANT EFFECTS					GRADE	SES		GRADE			GRADE	

AUTHORITY, RULES AND AGGRESSION

A CROSS-NATIONAL STUDY

OF THE SOCIALIZATION OF CHILDREN INTO COMPLIANCE SYSTEMS

CROSS-NATIONAL INTERVIEW DATA

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Introduction

Law and order, respect and patriotism, rebellion and aggression, justice and freedom are subjects of concern around the world. Rarely are they discussed without emotion. To some, it is a time of social discontent and frustration requiring change and revolution. Others support the status quo, maintaining the traditional rules, norms, and values of their societies. Whatever the trends, these observations do not describe particularistic phenomena. Rather they transcend countries regardless of political persuasion, social orientation, or economic development.

Socialization, the developmental process through which persons acquire societal orientations and behavior patterns, and not the threat of particular legal sanctions keeps most people law-abiding. Social and legal theorists concur that the socialization process is primarily responsible for compliance to social systems (Easton and Dennis, 1969; Zimring and Hawkins, 1968). Although each system employs various teaching (rearing) devices to build and sustain support, the major institutions within polities and between societies are strikingly similar in goals and means. Institutional structures of the environment--government, law, family, school, business--are present in every society (N.I.C.H.D., 1968). Despite diversities, these institutions share transcultural (universal) functions that may explain commonalities in the socialization process and in the development of man's attitudes, values, and behaviors as related to the social order. Examination of these similarities as well as differences between communities, regimes, and cultures permits the development of criteria to distinguish between the idiosyncratic, the "culture bound," and the universal (Minturn and Lambert, 1964).

A crucial question in this six-nation, seven-culture developmental study of compliance styles is whether the findings delineated in the national chapters transcend the particular case and have pan-cultural applicability. For example, from culture to culture are the same authority figures salient? Are definitions of justice stable regardless of national background? Do people nourish similar norms about the consequences of rule-breaking and the severity of punishment throughout the world? Are there developmental, sex, or social class differences in attitudes toward legitimacy, wrongness, authority, responsibility that hold across cultures?

The open-ended questions used on the interview proved to be a good method for analyzing issues which are basic to the socialization process and antecedent to the understanding of compliance and deviance. Although the interview included a range of topics, this chapter focuses on the four areas covered in the PAR national chapters: consistency of rules and laws, the inevitability of punishment, the power of enforcement, and the justice of punishment. The Methodology chapter contains a description of the entire interview schedule, the administration procedures, and the coding system as well as a report of the reliability studies. The distribution of the interview sample is described in Tables I and II.

The interview data strongly suggested that children cross-culturally develop rather similar notions about rules, enforcement, obedience, and punishment. There is universality in children's recognition of the important compliance systems and how they differentially relate to the child. For example, the same ideas about the nature of rules and the differences in rules for men and women and for adults and children recur from country to country. Furthermore, although there are divergent patterns by sex, social class, and even age, between countries, the greatest agreement in children's perceptions occur cross-culturally and developmentally. To the extent that there are differences between older and younger children rather than cultures building a general theory of socialization describing these processes is facilitated. The saliency of cultural commonality (universality) may suggest substantive and procedural reforms to reduce violence and disorder and, in like manner, increase justice and freedom.

The method for analysis of the interview data was to tally the frequencies of children's responses, compute percentages, and compare the percentages for cross-cultural trends. The focus was on findings that appeared to be general across cultures, either for most children or for children of any age, sex, or social class group. No comparison was made of the magnitude of difference between cultures, but rather trends were compared across nations. To consider a trend cross-cultural, stringent criteria were employed: For a pattern to be tentatively considered "universal," it had to hold across all seven cultures; to be considered pancultural, across at least five cultures. On the total percentages, regardless of pan-culturality, the most frequent or modal response given by each culture was reported as well as any answer mentioned by a minority of at least 20 per cent. On age, sex, and SES differences, only pancultural or universal patterns were included.

Consistency of Rules

The interview included a series of questions on the consistency of rules between the sexes and between the status groups of adults and children. (See Table III). On the first of these questions, "Are rules the same for boys and girls?" a striking pan-cultural pattern emerged (see Table IV A). A majority of children from each country, ranging from Greece and India with 52 per cent to Japan with 82 per cent, said yes, all rules are the same. A typical response was "Yes. It's because we're all the same." An unequivocal no was given very infrequently in all cultures except India. However, a substantial proportion of Indian children, 35 per cent, said no. In contrast to the other countries, Indian women are still frequently relegated to an inferior position by the legal and religious systems; consequently, children learn early that sex determines to which rules one must adhere (Minturn and Hitchcock, 1966).

Although across the cultures most children thought all rules are the same, a small minority--at least 10 per cent--from every culture replied that some rules are the same. Greek, Danish, and U. S. white children with 38, 31, and 26 per cent respectively most often gave this answer. Groups of individuals, regardless of national background, saw sex having a qualified impact on the consistency with which rules were applied.

The two pan-cultural age patterns on the question of rule consistency further clarified children's ideas. In five of seven cultures, all except India and U. S. blacks, older children were less likely to reply that all rules are the same. With the exception of U. S. blacks, sizeable groupings of older children more often said some rules are the same. These developmental trends suggested that children increasingly experience some difference in applicability of the sex standard to rules. While the consensual opinion at grades 4 and 8 was that all rules are the same regardless of sex, older children in most of the countries were less confident about this belief.

There were no cross-cultural sex or SES patterns.

Those few children who indicated there were differences were asked to specify "What rules are different for boys and girls?" There was no cross-cultural response pattern (see Table IV C). Children from India, Italy, and Denmark felt that differences most often exist in the area of family rules. Greek children most often claimed community, city, or national rules, i.e., government. Of the few Japanese children who saw differences, a majority thought that school rules differed by sex. Both black and white children from the United States ascribed differences to rules for people of different ages and status.

The most interesting finding on this question was the pan-cultural developmental trend. At grade 4, only one child from Greece saw government rules differing by sex, but by grade 8 at least 5 per cent of the children in every country cited this institution. Universally, older children revealed greater governmental awareness and political acumen (Adelson, Green, and O'Neil, 1969). By grade 8, they had begun to extend their intellectual boundaries to include institutions beyond the family and school.

Again, no pan-cultural sex or SES differences emerged.

To determine the effect of status on rule consistency, children were also asked questions about adults and children paralleling those on boys and girls. In answer to "Are rules the same for adults and children?" there was outstanding cross-cultural similarity (see Table IV B). A substantial majority of the children in each country, ranging from 62 per cent of the Italians to 98 per cent of the U.S. whites, answered that some rules are the same for both status groups. Only in Japan did a sizeable number, 20 per cent, also indicate that they thought all rules are the same. Children's responses accurately reflected the differences in rules and privileges governing adult and children's behavior. While universally the majority of children believed that rules were the same for boys and girls, they did see differential status having some effect on the consistency of rules. Congruent with the cross-cultural PAR findings on sex and status norms for aggressive interaction, children perceived more differences in relationship to status than sex.

There was no variation by age, sex, or SES across cultures.

In specifying "What rules are different for adults and children?" there was a cross-cultural pattern in five of seven cultures (see Table IV D). With the exception of India and Italy, a substantial proportion of the children, ranging from Denmark with 45 per cent to U. S. whites with 67 per cent, responded that government rules differ. One child made this political-legal observation, "Children cannot obey the law to vote. Until they are 21 years old, they cannot obey this law." Another noted the impact of governmental differences in this way, "Adults when they're driving their car, you know. The children don't have to do that, you know; they don't drive the car." In many countries sizeable minorities replied family or school rules. In four cultures--India, Denmark, U. S. whites, and Italy--at least 20 per cent of the children thought family rules differ. Similarly, in five cultures--Greece, Italy, Japan, U. S. whites and blacks--school rules were reported different for adults and children. Although in most nations children most frequently answered government, the three major social systems--the institutions of family, school, and government--were believed to have different standards for rule applicability regarding adults and children.

There were no consistent cross-cultural age, sex, or SES differences.

Children's answers to "What rules are the same for adults and children?" extended the findings of the rule difference question (see Table IV E). Across all cultures except India, government rules were most often cited as the same. Even in India substantially more than 20 per cent of the children gave a government response. Government may have been selected most frequently as having rules that are most different and also most the same because it is the institution whose jurisdiction is equally relevant to adults and children. The authority of the school and family do not extend over both status groups in the same way. Perhaps the ambiguity revealed in the children's responses, i.e., most frequently seeing government rules as the same and as different, may be related to their less extensive exposure and experience with government than with the proximal institutions of home and school. Nevertheless, they had sufficient contact to make the following kinds of observations: "On traffic, do not run in the center of the street by bicycle or for adults by motor bike," and "Stealing and all sorts of other things because they might get the same idea, both of them." In only one culture, India, did more than 20 per cent of the children see family rules as the same; similarly only in Japan did a substantial minority answer "school rules."

Also in three cultures, U. S. white, U. S. black, and Greece, at least one-fifth of the children claimed that serious rules are the same for adults and children. Rules governing acts of violence, grievous crimes, or other "serious" matters were seen as equally applicable to both status groups. An important minority felt that in certain situations adults and children are equally culpable for their acts.

There were no cross-cultural age, sex, or SES patterns.

Inevitability of Detection

In addition to the questions on consistency of rules, children were asked questions about the effect of sex and status on the inevitability of detection. First they were asked very generally, "Does someone who breaks a rule always get caught?" There was no single cross-cultural answer (see Table VII A). In only two of seven cultures, children gave unequivocal responses most often: 48 per cent of the Japanese gave an unqualified yes and 55 per cent of the Danes gave an unqualified no. Children from the other countries were divided in their reactions. Certainty of discovery seemed assured for black and white U. S. children. No U. S. children gave an unqualified yes to the general question; rather U. S. children from both the dominant and sub-sultures thought rule-breakers are caught most of the time. Also, almost all of the remaining Japanese held the same position. In contrast to Japanese and U. S. children, Greek, Indian, and Italian children were not as confident about apprehension. Although a substantial minority of Indians said "yes violators get caught" and Greeks replied "most of the time," sometimes was the most frequent answer in these cultures. In Denmark as well, the negatively qualified reply was given by more than 20 per cent of the children.

Perhaps these differences revealed basic cultural differences in conceptions about the beneficial or prohibitive nature of rules and laws. On other interview questions Japanese children defined rules much more in beneficial terms and Danish children in prohibitive terms. Consequently, the Japanese may be more likely to maintain that violators must and do get punished for the group good (Goodman, 1957), while the Danes may be more permissive and tolerant about escaping detection.

There was no pan-cultural age, sex, or SES effects on the general question about the inevitability of detection.

After the general probe to determine the effect of the wrong-doer's age on being detected, children were asked specific questions such as, "Do some children get away with breaking rules?" Consistent with their replies to the general detection question, Japanese and Danish children again gave opposite answers (see Table VII B). A substantial proportion of the Japanese--34 per cent--gave an unqualified no and about an equal number of the Danes--33 per cent--gave an unqualified yes. Most responses from these two countries fell in positively qualified categories. The unequivocal Japanese and Danish frequencies were striking in contrast to the low numbers from other cultures.

In all seven countries including Japan and Denmark, most children gave conditionally positive answers. Exemplary responses include "If there are five of them who've done it, and if four of them say that they've done it, then the last one might say no, and then get away with it that way," and "I know one boy who gets away with it because, I don't know, maybe his parents don't look after him that well." With the exception of the Japanese, children cross-culturally indicated clever, sneaky, or sly children escape detection or under certain circumstances apprehension is avoidable. The Indians and Italians most frequently gave personality characterizations; the Danes thought circumstantial reasons were crucial. The U. S. whites, U. S. blacks, and Greeks utilized both explanations. The latter two cultures favored situational circumstances; the U. S. whites favored personality traits. In addition a substantial minority of U. S. whites thought that lucky children escape discovery.

In contrast to children from all other countries who cited reasons of situational circumstances or personal deviousness and shrewdness, the largest proportion of Japanese contended that innocent, not responsible children get away with rule-breaking. While 20 per cent of the Japanese agreed that discovery is avoidable under certain circumstances, only Japanese children made innocence the most important characterization of rule-breaking. Evidently those who recognized that children escape detection believed there was no conscious intent to their rule-breaking behavior, i.e., some do--but only the innocent.

In response to "Do some children get away with breaking rules?" cross-cultural developmental trends emerged on the two most often mentioned reasons. In all countries except Italy, older children increasingly felt that detection is avoidable under certain circumstances. As children mature, they see the social situation increasingly providing the means for getting around the rules. Furthermore, in all countries except India and Denmark, more older children thought that clever, sly, or sneaky children have the wherewithal to avoid detection. The increase in individual ingenuity and the ability to manipulate the environment affect pre-adolescents' views about circumscribing rules.

Cross-cultural sex and SES patterns did not emerge.

The same question with reference to adults, "Do some adults get away with breaking rules?" suggested the influence of rule-breakers' age on avoiding detection (see Table VII C). Again Denmark and Japan were the most divergent. An outstanding number of Danish children, 40 per cent, gave an unqualified yes; the Japanese with 27 per cent continued to lead in the belief that rule-breakers do not go undetected. On this question, though, in contrast to responses on the child detection question, a substantial proportion of Indians and U. S. blacks also cited unequivocal answers.

Pan-culturally children continued to offer qualified explanations for avoiding detection. The reasons most frequently elicited were clever, sneaky, sly personalities and advantageous circumstances. One child summarized his position by saying, "People that's sly or people that might need what they're trying to take." Cultural patterns for qualified positive responses were similar to those on the child detection question. The Danes and Japanese explained in terms of circumstance; the Indians and Italians, in terms of personality traits. Greeks, U. S. whites, and blacks emphasized both, although Greeks favored the particular circumstance while the United States children tended to cite individual ingenuity. The U. S. whites again replied lucky children avoid detection and get away with breaking rules, mentioning it slightly more frequently than individual personality styles. Perhaps most interesting is that Japanese children, who most frequently mentioned innocence on the child detection question, more frequently indicated that circumstances affect adults' escaping detection. However, 20 per cent continued to explain avoiding discovery even for adults in terms of innocence, in contrast to children of other countries where innocence is virtually absent as an explanation of their getting away with breaking rules.

No striking age, sex, or SES trends held across cultures.

The effect of the age, or relative status of the wrong-doer, on the inevitability of detection was investigated using the comparative question, "Do children get away with breaking rules more often than adults?" A universal pattern describing the explicit status distinction emerged on this question (see Table VII E). For every country the most frequent response was that children most often get away with breaking rules: Percentages ranged from 47 per cent of the Italians to 70 per cent of the U. S. whites. Children regardless of cultural background believed that their transgressions are tolerated. More importantly they noted that their rule-breaking and misbehaving are more permissible than for adults, suggesting that such behavior is expected in the growing up process. This response pattern implied the existence of a "legal moratorium," a testing time during the socialization process which allows children more freedom, greater flexibility, and less stringent rule enforcement. As such the legal moratorium may permit pre-adolescents to test rules of the various compliance systems at less "cost." In conjunction with the consistency of rules question where all children reported only some rules were the same for adults and children, their explicit declaration of the children's advantage suggested that they felt adults adhere to somewhat different standards and are more culpable or responsible for their actions (see Table IV B). An array of cross-national responses illustrates the point: "The children get away with it more often because there are less severe measures for them." "Children's faults are overlooked because they are young and for another reason, it is not so effective to scorn because they usually don't really know what it means," and "People think, it's children, then you mustn't be so severe about it."

Few children thought adults and children get away with violations equally. Only in three cultures, Greece, Japan and Italy, did more than 20 per cent of the children think that adults held the advantage and therefore escape detection more than children. Only 20 per cent of the U. S. blacks unequivocally said "no," children do not get away with breaking rules more often than adults.

That children believed they were more likely to get away with infractions, or perhaps not be held responsible, was further confirmed by developmental trends. There was only one cross-cultural age difference. In all cultures, except Denmark, older children less frequently saw adults as getting away with rule breaking. Developmental trends on the PAR analysis as well as research by others indicate that children increasingly question adult competence, if not infallibility and omnipotence, in all situations (Piaget, 1932; Kohlberg, 1963a, 1963b; Hess and Torney, 1968). This developmental trend further suggested that, regardless of national background, children increasingly realize that adults are held accountable for their behavior and therefore the opportunity to "break" rules is reduced. Older children may be more sensitive to the responsibility they must increasingly assume and more appreciative of the freedom afforded children.

There were no cross-cultural sex or SES patterns.

Paralleling the assessment of the effect of status, the effect of sex on the inevitability of detection was also determined. In answer to "Do girls get away with breaking rules more than boys?" no cross-cultural pattern emerged (see Table VII D). There was greater uniformity in response to the adult-child detection question. On the girl-boy question, children's answers dispersed over the various alternatives: (1) boys and girls equally, (2) boys, or (3) girls getting away with breaking rules. Although on the consistency of rules question children cross-culturally saw rules as the same regardless of sex, they expressed more ambivalence about consistency of detection and enforcement. Greeks, U. S. whites, and Danes gave all three reasons with the following variations: Greeks most favored girls; U. S. whites, boys; and Danes, boys and girls equally. Italians and U. S. blacks felt that boys are less likely to be caught although a sizeable minority from both cultures said girls. Most Japanese children maintained that boys and girls were equal, although 36 per cent thought girls had the edge.

Finally, Indians demonstrated the greatest national consensus on this question, with 72 per cent stating that boys get away with breaking rules more than girls. India strongly showed a one sex preference in describing the greater latitude of males in the area of rule-breaking. On the consistency of rules question India was the only culture with a substantial minority who did not see rules the same for the sexes. The advantage noted for Indian boys may be a result of the greater freedom given them in comparison to females (Ross, 1961; Minturn and Hitchcock, 1966).

A futher interesting finding was that the Japanese and Danish children, who differed on the general inevitability of detection and the effect of age (status) questions, were markedly alike in their perception of the effect of sex. More than children from other cultures, they observed that boys and girls were treated democratically. Approximately 50 per cent of the children from both these nations believed the two sexes were equal in escaping discovery. Like the other cultures, they also saw rules as the same for boys and girls.

Power to Enforce Rules and Laws

Related to the issue of the consistency of rules and getting away with rule-breaking is the whole problem of obedience to rules and punishment for disobedience. The interview posed two questions about the power to enforce rules and laws, "Who can make you follow a rule?" and "Who cannot make you follow a rule?" Like the PAR status and role problems, children's responses demonstrated their differential perception of authority figures.

In answer to the first, father, mother, teacher, and policeman emerged as the major authorities commanding children's compliance (see Table VI A). In six of seven cultures parents were most able to make children obey rules; only in Japan did the teacher rank higher. In every culture except Italy, more than 50 per cent of the children mentioned both mother and father. Greece, India and Italy preferred father; Japan, Denmark, U. S. whites and U. S. blacks, mother. Although there was some variation by country in the primal ranking of mother or father, overall children saw parents as the most powerful and effective rule enforcers. In terms of importance, teacher was next. Again cross-culturally, except in Italy, more than 50 per cent of the children asserted that the teacher induces obedience. The percentages of children answering policeman were comparatively lower but sizeable numbers, ranging from 17 per cent in Italy to 69 per cent for the U. S. whites, nominated this figure, the symbol of local law enforcement. Policemen ranked fourth in all cultures except India where children favored government officials. More than 20 per cent of the U. S. whites and blacks also mentioned government officials. However, cross-culturally father, mother, teacher, and policemen were the key figures. Differences in selecting these authorities may be attributable to children's relationship to them. The proximal figures, mother and father, are most able to make children obey while the distal policeman is not as effective in gaining compliance. The rank ordering suggested the powerful influence close, nurturant, and affectionate ties have on compliance. These features seemed more compelling to children than perhaps the severe punishment meted out by less intimate, more impersonal figures such as policemen and government officials. Consistent with other recent research and theory in both psychology and law, these findings indicate the importance of the nature and quality of relationships as well as the strength of socio-emotional strategies in contrast to increased punitive techniques in inducing compliance, rehabilitating the deviant, and institutionalizing an effective system of deterrence (Asch, 1952; Schwartz and Orleans, 1967; Zimring and Hawkins, 1968).

Pan-culturally children cited these authority figures as the enforcers, but did not select themselves. Not more than ten per cent of the children in any culture indicated self. Their reliance on authority seemed to relieve them of any need to develop their own conscience (Merelman, 1969). Up through the age of 14, children's ideas reflected little internalization of responsibility for sticking by the rules at home, school, or community. In contrast, data from other research on college youth revealed that a substantial proportion, approximately 32 per cent, saw themselves as responsible for their own obedience (Tapp, 1969). By the age of 18, children recognized the role of their own motivations for facilitating or inhibiting their own behaviors. These data suggested age guidelines for affixing responsibility and, ultimately, legal culpability for juvenile offenses (Tapp, 1970).

Although Italian children, like children from all other countries, favored parents, teacher, and policeman, these figures were chosen much less often, ranging from teacher with 12 per cent to father with 32 per cent. In Italy none of the authorities had considerable control or influence in making children obey. That no one authority in home, school, church, or state was viewed very powerful may be symptomatic of a more general breakdown in the social system and authority structure.

The only cross-cultural developmental trend was on the mother response. Everywhere but in Denmark, younger children were more likely to mention mother. This answer reflects younger children's tendency to perceive of parents, particularly, as infallible, omnipotent, and legitimate per se. With maturity children's answers may not be inflated by such considerations. In addition, older children may have a tendency to conceal some of the personal affection they feel and overtly expressed about parents at younger ages (Hess and Tapp, 1969).

Also there was one cross-cultural sex difference. In six of seven countries, all except Italy, boys were more likely than girls to say policemen can make them obey. Boys like girls thought the proximal, affiliative figures were more effective rule enforcers; however, their overt recognition that severe methods are successful in obtaining compliance may result from greater exposure to the impersonal, punitive, or arbitrary constraints of the police and the legal system, via warnings from parents, if not directly.

One cross-cultural SES pattern emerged across six cultures. Again, with the exception of Italinas, low SES children more frequently described the teacher as an important enforcer. This difference may indicate the power of the matriarchy within the lower class milieu as well as the authority of the teacher on this economic grouping (Dolger and Ginandes, 1946; Maas, 1951; Tuma and Livson, 1960). (The same trend was suggested for the mother figure as well.) It also suggests that teachers, especially for lower class children, represent emotionally meaningful figures who in large measure function as parent substitutes.

That children in these age groups saw parent, teacher, and police authority figures as the primary enforcers of rules was further underscored by their responses to "Who cannot make you follow a rule?" Panculturally none of the adult figures was mentioned as unable to effectuate compliance (see Table VI B). Although there was no strong cross-cultural response pattern on this question, these responses capture the major categories: "My brothers, they are smaller than me, and maybe they don't even respect themselves," "A baby, children can't boss you around, or people your own age. People you don't know or don't trust," and "My friends. They can tell me, but I don't have to obey them." Children from four countries, Greece, India, Italy and U. S. whites, most frequently said younger children cannot require obedience. In the other cultures, children variously chose strangers (Denmark), peers (U.S. blacks), and bad people (Japan). In addition 25 to 33 per cent of the children from four cultures

(Greece, Japan, U. S. whites and blacks) mentioned strangers. About 20 per cent of the Greek children noted peers and bad people, while comparable U. S. white percentages chose peers and those with no authority.

Children saw neither themselves nor other children as responsible or effective agents to secure obedience. Only the key authority figures could enforce obedience. Younger children, peers, and strangers were considered powerless. At least up until age 14 the peer group did not exert a decisive influence on compliant styles. Children did not picture themselves or others in the same relative authority position as instrumental in their following rules.

The only cross-cultural developmental trend perhaps signaled the growing importance of children in achieving obedience. The age difference emerged on the younger children category, the answer given most frequently by children in four countries. In five out of seven cultures, all except India and U. S. blacks, older children less often said younger children cannot make them obey. The slight increase in the "self" choice, in response to "Who can make you follow a rule?" taken in conjunction with the growing power of peers reinforces the supposition that older children gain some conscious awareness that they and their general peer group affect and are responsible for their obeying rules.

There were no pan-cultural sex or SES patterns.

Justice of Punishment

To complement the questions on the enforcement of rules and laws, children were also asked a series of questions on the justice of punishment. Like the PAR status and role problems, these questions further clarified children's feelings toward the various key authorities--mother, father, teacher, and policeman.

In response to the query, "Who is it worst for you to be punished by?" a strong cross-cultural pattern emerged (see Table IX A). Children's definition of the worst punisher was affected by their distal or proximal relationship to the authority and the sex of the punisher. For all cultures except Japan and Italy, the policeman was considered to be the worst punisher. Characteristic of children's responses cross-nationally were: "Policeman beats with the stick and one has to be in the jail for some days," "Policeman. At home, there you may discuss matters, you know, why one does like that. The police, they actually have got more power than the school and the home has, you know," and "Policeman. Because if you get put in jail you gets a hair cut and you will get stale bread and water." Frequencies of policeman choice ranged from 66 per cent in Denmark to 48 per cent in Greece.

With the exception of India where only policeman was mentioned frequently, father's punishment was rated as next worst by sizeable minorities. Male authority figures, traditionally associated with severe disciplinary measures, ranked first. But, consistent with the "power to enforce" questions, the proximal father figure was not judged as bad as the distal policeman.

Generally following the cross-cultural pattern, Italians chose the male figures. A substantial proportion, 35 per cent, of those who gave codable responses ranked father the worst punisher and policeman next worst. Although the magnitude of police response was substantially lower for Italy than for the other five cultures, this authority was mentioned by more than a 20 per cent minority. Paralleling their pattern on "Who can make you follow a rule?" Italian children cited all figures less often than children from other countries.

In stark contrast to other countries, no Japanese ranked the police in first place as the worst punisher. Perhaps worst was seen in socio-emotional rather than punitive terms. Japanese children more than respondents from other countries viewed parental punishment as something to be avoided: 59 per cent chose mother and 48 per cent chose father. The personal and affiliative qualities, important regardless of national background in gaining compliance, also affected Japanese children's feelings about punishment. The proximal figures were most successful in procuring obedience. Their close relationship make it worst to be punished by them as well. In other cultures the distal policeman was the worst punisher, but not the most effective rule enforcer. Except for Japan, worst seemed to be defined in punitive terms. Consistent with the cross-cultural PAR findings on the difference between hitting and scolding, the justice of authorities who employ severe punishment may be diminished because the magnitude of the infraction is not comparable to the magnitude of the punishment technique; therefore, although they are worst punishers, they are not considered most able to motivate children to obey. The inverse relationship found between enforcement power and punishment power suggested that factors other than punitive power of authority figures are more influential in producing compliance. This discrepancy has crucial implications for developing strategies that in the long run will effectuate obedience to rules and laws. If authorities like the police are to be pursuasive socializers and perform an educative role in society, greater emphasis must be placed on developing those characteristics embodied by those authorities who can make children obey or, perhaps more appropriately stated, make children want to obey.

Not even a 20 per cent minority of children from any culture considered teacher worst. Regardless of national background children regarded teacher more effective in gaining compliance than policeman, but did not see the punishment power of this authority figure presenting a severe threat. The teacher is in the tenuous position of having weaker interpersonal, emotional ties with children than the parent figures and also of having less punitive power, substantially less than policeman and even less than parents.

One cross-cultural developmental trend emerged. In five of seven cultures, all except Japan and U. S. blacks, younger children mentioned policeman more frequently than older children. This pattern suggested that older children move away from defining the worst punisher strictly in terms of punitive characteristics.

There were no pan-cultural sex or SES differences.

Following the who question, children were asked "Why is it worst to be punished by (that choice)?" Their answers clarified and extended the foregoing interpretations on enforcement power and punishment power (see Table IX E). There were striking pan-cultural similarities. With the exception of Japan, the most frequent response for all countries was severity of punishment. This dominant tendency to fear and avoid authority figures because of the harshness of their potential retribution ranged from 28 per cent for the Italians to 86 per cent for the U. S. blacks. The only other explanation given by sizeable minorities from these cultures encompassed the dimensions of power and reputation. Most power was mentioned by 24 per cent of the Danes, and giving the child a bad reputation, by 20 per cent of the Greeks. The saliency of severity of punishment is consistent with the primacy of the policeman as worst punisher. Policemen and fathers, the second male choice, are more likely to employ retributive punishment techniques than female figures.

Only a small proportion of Japanese children, 25 per cent responded to this question. The category with the highest proportion of responses, 16 per cent, depicted punishment as worst because the punisher loves and helps the child. The figures with whom they share a love relationship were the figures they obey and those who it is worst to disobey. Worst punishment to the Japanese child is not that of physical or verbal harshness but the temporary withholding of the mother's affection (Langdon, 1967).

No consistent age, sex, or SES patterns emerged across cultures.

In answer to "Who is it least bad for you to be punished by?" there was no strong cross-cultural pattern (see Table IX B). Consistent with the responses to the worst punisher question, teacher punishment was feared least by children from four cultures: Italy, Denmark, and the United States blacks and whites. Greek and Indian children gave the largest proportion of their choices to mother, as did substantial minorities of Danes and U. S. whites. Since children sought to avoid severe punishment, the female figures who generally do not mete out harsh punishment were described at least bad.

In response to the same question, 80 per cent of the Japanese children chose policeman. In no other culture did a substantial proportion of children cite policeman. Only minorities in Greece and Italy gave this response. Moreover, additional minorities in these two cultures and Denmark chose father, the other male figure as the least bad punisher. Judging from previous questions, the Japanese were more concerned with maintaining affiliation and sustaining an affectionate relationship than with avoiding punishment. Since there is much less socio-emotional involvement in a relationship with a policeman than a parent figure, punishment by him was not considered as bad. Any punishment within the intimate Japanese family group would be much more ignominious than that imposed by an outside, impersonal figure. In addition, the fact that only four Japanese children chose teacher--the most frequent choice of four other cultures--reflected the influence of the school and possibly the student-teacher relationship. Traditionally the teacher was treated as a parent substitute, clearly a more personal, intimate authority figure than policeman (Langdon, 1967).

There were no pan-cultural age, sex, or SES differences.

Questions from the perspective of the child as the aggressor in punishing did not yield as fruitful a cross-cultural picture as the child as victim questions. There was no single cross-cultural response to "Who is it worst for you to punish?" parrallel to the police pattern across countries on "Who is it worst to be punished by?" Children did not predominantly select one figure (see Table IX C). Pan-culturally only the teacher figure was mentioned infrequently, never by even a minority of 20 per cent. Regardless of national background, children did not consider teacher worst to be punished by or worst to punish. Within and between cultures, children generally dispersed their answers among father, mother, and policeman. At least 20 per cent of the children from every culture, except Japan, selected each of these figures. Indians favored father and mother equally, Greeks and Italians preferred father, Danes and U. S. blacks chose mother most, and U. S. whites opted for policeman. In Japan, where the number of responses was very low, children primarily thought only that it was worst to punish the policeman figure.

There was one universal age trend. In every culture older children less often selected policeman. This age decrease was consistent with the decrease in selecting policeman as worst punisher. Both these patterns strongly suggested that maturing children move away from viewing punishment of a person as bad because of high punitive power and/or fearing retaliation to other considerations such as love or respect.

There were no cross-cultural sex or SES trends.

Following "Who is it worst to punish?" children were asked "Why is it worst to punish (that choice)?" There was no dominant cross-cultural response (see Table IX G). In fact, in comparison to other questions, the number of children across all countries giving codable answers was extremely low. Only in one country did a majority of children mention one reason: 65 per cent of the Indians said it was worst to punish a figure because of respect. Furthermore, in only three cultures, Greece, U. S. whites, and U. S. blacks, did more than a 20 per cent minority agree on a single explanation. Greeks explained the figure loves you and helps you; children from the United States described the figures' severity of punishment. Just as there was no substantial agreement within or between cultures about "Who it is worst to punish?" children were not consistent about "why."

Again there were no cross-cultural age, sex or SES differences.

Finally, children were also asked "Who is it least bad for you to punish?" The responses to this question further explicated cross-national patterns (see Table IX D). In six out of seven cultures, all except Japan, children rarely portrayed the personal, intimate familial figures, mother and father, as least bad to punish. Although father ranked next, after policeman, possibly because of the greater punitive power of males, he was not least bad to punish. His close relationship to the child rendered punishment from the child taboo. Children felt less bad about punishing a more distal figure--even a powerful or punitive one--than a figure with whom they had affiliative ties and shared a meaningful, trusting, and perhaps dependent relationship. Consequently, policeman was the single most frequent choice for Greece, India, and Italy. Danes and the U. S. whites and blacks favored teacher, the other more distal figure. Sizeable minorities of them--24, 23 and 33 per cent respectively--also mentioned the policeman. In Greece it is likely that a policeman is defined by the family as a member of the out-group. Hostility toward out-group members is not only accepted but is a characteristic of Greek behavior (Triandis, Vassiliou, and Nassiakou, 1968). Similarly, in India the attitudes and behaviors of respect are reserved for family members, making punishment of an outsider, e.g., a policeman, less subject to reproach and more justified. In Italy, not only is the family the central object of loyalty and affection but, additionally, the political system is deemed distant and exploitive (Almond and Verba, 1963). Perhaps, the policeman retains the low status acquired as representative of the police state during the periods of foreign control and fascism (Cesa-Bianchi, Corbascio and Bregani, 1969). Italians' rejection of the policeman, representing the political-governmental system, was consistent with their general rejection of authority on "Who can make you follow a rule?"

Only Japan did not follow the cross-cultural pattern. For the Japanese, there was substantial evidence that punishing parents was least bad: 46 per cent answered mother and a 27 per cent minority said father. A 28 and 25 per cent minority of Greeks and U. S. whites, respectively, also thought punishing mother was least bad. Since in Japan public expressions of conflict or aggression are considered detrimental and shameful for the family reputation, children learn to restrain their aggressions (Langdon, 1967). Although tolerated within the confines of the family group, such beharior is not displayed outside the home.

There were two cross-cultural developmental differences. In all countries except Italy, older children more often chose policeman as least bad to punish. Also cross-culturally, except India and Italy, younger children mentioned mother more. Consistent with previous findings, with maturity children think it is less wrong to punish a punitive, distal figure than a nurturant, proximal one. Older children seemed increasingly to respect a close, trusting relationship and therefore in those situations felt punishment was less acceptable or legitimate. The closer figures can make them obey because they are significant others; similarly it is inappropriate to aggress against them.

No striking cross-cultural sex or SES patterns emerged.

Summary of Findings

There were important pan-cultural patterns in children's perceptions of the impact of status and sex on the consistency of rules and the inevitability of detection. Rules were not seen as the same for adults and children. And cross-culturally children were thought to be more likely to get away with rule-breaking than adults. Furthermore, children generally did not think that sex had a substantial effect on the consistency of rules. Although there was some developmental shift in their position, children indicated that rules were the same for boys and girls. There was less consensus on the boy-girl detection question than on the adult-child one. Within and between cultures, sex appeared to make some difference in avoiding being caught, but there was little agreement about who was in the favored position.

Salient cross-cultural trends in children's perceptions of various authority figures emerged on the power to enforce rules and laws and the justice of punishment questions. While all the key authority figures--mother, father, teacher, policeman--from the major compliance systems were mentioned as able to obtain compliance, the proximal figures were considered much more effective enforcers of rules than the distal ones. But, cross-culturally figures who could make children obey were not chosen worst to be punished by. The policeman, the most distal figure, overall was ranked worst. With the exception of the Japanese who perceived of worst punishment in love and socio-emotional terms, children primarily defined worst in terms of punitive power. The harsh procedural approach of policeman was considered the worst punishment; however, the threat of severe punishment was not as effective a deterrent to disobedience as a strongly meaningful, personal affiliation. Universally, children discriminated between authority figures and were rather similar in their notions of them.

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TABLE I

Cross-National Interview Sample Description

GRADE	4						6						8					
SES	LOW		SUB.	HIGH		SUB.	LOW		SUB.	HIGH		SUB.	LOW		SUB.	HIGH		SUB.
SEX	G	B	TOT.	G	B	TOT.	G	B	TOT.	G	B	TOT.	G	B	TOT.	G	B	TOT.
COUNTRY																		
GREECE	5	5	10	5	5	10	5	5	10	5	5	10	5	5	10	5	5	10
INDIA	5	5	10	5	5	10	5	5	10	5	5	10	5	5	10	5	5	10
ITALY	5	5	10	5	5	10	5	5	10	5	5	10	5	5	10	5	5	10
JAPAN	5	4	9	4	4	8	0	0	0	5	5	10	5	5	10	4	3	7
DENMARK	5	7	12	4	5	9	7	3	10	6	4	10	5	3	8	5	4	9
U.S. (WHITE)	6	5	11	5	5	10	5	5	10	5	5	10	5	5	10	5	5	10
U.S. (BLACK)	6	6	12	5	5	10	5	6	11	5	5	10	5	5	10	5	5	10

TABLE II

COUNTRY	SES TOTAL		GRADE TOTAL			SEX TOTAL		GRAND TOTAL
	LOW	HIGH	4	6	8	GIRLS	BOYS	
GREECE	30	30	20	20	20	30	30	60
INDIA	30	30	20	20	20	30	30	60
ITALY	30	30	20	20	20	30	30	60
JAPAN	19	25	17	10	17	23	21	44
DENMARK	30	28	21	20	17	32	26	58
U.S. (WHITE)	31	30	21	20	20	31	30	61
U.S. (BLACK)	33	30	22	21	20	31	32	63
	203	203	141	131	134	207	199	406

TABLE III

Outline of Interview

I. Concept of Rules and Laws

II. Justice of Rules

III. Breakability vs. Non-Breakability

IV. Consistency of Rules

V. Functions of Rules

VI. Power to Enforce Rules and Laws

VII. Inevitability of Detection

VIII. Which is Worst (crimes against people, property or the system)

IX. Justice of Punishment

TABLE IV A

Are Rules the Same for Boys and Girls,[a] By Nation, By Grade, By Sex, By SES

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
1. YES, ALL RULES ARE THE SAME	Grade 4	70	(14)	45	(9)	65	(13)	88	(15)	71	(15)	81	(17)	77	(17)
	Grade 6	50	(10)	55	(11)	45	(9)	90	(9)	65	(13)	65	(13)	62	(13)
	Grade 8	35	(7)	55	(11)	55	(11)	71	(12)	65	(11)	50	(10)	85	(17)
	Boys	67	(20)	53	(16)	50	(15)	90	(19)	62	(16)	63	(19)	72	(23)
	Girls	37	(11)	50	(15)	60	(18)	74	(17)	72	(23)	68	(21)	77	(24)
	Low SES	43	(13)	50	(15)	43	(13)	84	(16)	63	(19)	64	(20)	73	(24)
	High SES	60	(18)	53	(16)	67	(20)	80	(20)	71	(20)	67	(20)	77	(23)
	Total	52	(31)	52	(31)	55	(33)	82	(36)	67	(39)	66	(40)	75	(47)
2. NO, NO RULES ARE THE SAME	Grade 4	05	(1)	45	(9)	10	(2)	-	-	-	-	-	-	-	-
	Grade 6	10	(2)	25	(5)	20	(4)	-	-	-	-	-	-	14	(3)
	Grade 8	05	(1)	35	(7)	-	-	-	-	-	-	05	(1)	-	-
	Boys	03	(1)	37	(11)	20	(6)	-	-	-	-	03	(1)	09	(3)
	Girls	10	(3)	33	(10)	-	-	-	-	-	-	-	-	-	-
	Low SES	07	(2)	33	(10)	20	(6)	-	-	-	-	03	(1)	03	(1)
	High SES	07	(2)	37	(11)	-	-	-	-	-	-	-	-	07	(2)
	Total	07	(4)	35	(21)	10	(6)	-	-	-	-	02	(1)	05	(3)
3. SOME RULES ARE THE SAME	Grade 4	25	(5)	05	(1)	05	(1)	06	(1)	29	(6)	14	(3)	23	(5)
	Grade 6	35	(7)	15	(3)	15	(3)	-	-	30	(6)	30	(6)	19	(4)
	Grade 8	55	(11)	10	(2)	20	(4)	29	(5)	35	(6)	35	(7)	15	(3)
	Boys	23	(7)	07	(2)	10	(3)	05	(1)	35	(9)	30	(9)	19	(6)
	Girls	53	(16)	13	(4)	17	(5)	22	(5)	28	(9)	23	(7)	19	(6)
	Low SES	47	(14)	10	(3)	13	(4)	10	(2)	37	(11)	26	(8)	24	(8)
	High SES	30	(9)	10	(3)	13	(4)	16	(4)	25	(7)	27	(8)	13	(4)
	Total	33	(23)	10	(6)	13	(8)	14	(6)	31	(18)	26	(16)	19	(12)

TABLE IV A

Are Rules the Same for Boys and Girls,[a]
By Nation, By Grade, By Sex, By SES (cont'd)

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DNEMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
4. DEPENDS UPON THE SITUATION	Grade 4	-	-	-	-	-	-	06	(1)	-	-	05	(1)	-	-
	Grade 6	05	(1)	-	-	-	-	10	(1)	-	-	05	(1)	05	(1)
	Grade 8	05	(1)	-	-	-	-	-	-	-	-	10	(2)	-	-
	Boys	07	(2)	-	-	-	-	05	(1)	-	-	03	(1)	-	-
	Girls	-	-	-	-	-	-	04	(1)	-	-	10	(3)	03	(1)
	Low SES	03	(1)	-	-	-	-	05	(1)	-	-	06	(2)	-	-
	High SES	03	(1)	-	-	-	-	04	(1)	-	-	07	(2)	03	(1)
	Total	03	(2)	-	-	-	-	04	(2)	-	-	07	(4)	02	(1)

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[a] Categories 9 (Don't Know), 10 (Response Not Applicable) and 0 (No Response) omitted from table because so few responses.

TABLE IV B

Are Rules the Same for Adults and Children,[a] By Nation, By Grade, By Sex, By SES

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
1. YES, ALL RULES ARE THE SAME	Grade 4	10	(2)	5	(1)	-	-	18	(3)	5	(1)	5	(1)	-	-
	Grade 6	15	(3)	5	(1)	5	(1)	30	(3)	5	(1)	-	-	10	(2)
	Grade 8	5	(1)	10	(2)	10	(2)	18	(3)	-	-	-	-	-	-
	Boys	10	(3)	7	(2)	3	(1)	19	(4)	4	(1)	-	-	3	(1)
	Girls	10	(3)	7	(2)	7	(2)	22	(5)	3	(1)	3	(1)	3	(1)
	Low SES	10	(3)	10	(3)	3	(1)	16	(3)	3	(1)	-	-	6	(2)
	High SES	10	(3)	3	(1)	7	(2)	24	(6)	4	(1)	3	(1)	-	-
	Total	10	(6)	7	(4)	5	(3)	20	(9)	3	(2)	2	(1)	3	(2)
2. NO, NO RULES ARE THE SAME	Grade 4	10	(2)	-	-	15	(3)	-	-	-	-	-	-	18	(4)
	Grade 6	10	(2)	-	-	5	(1)	-	-	-	-	-	-	5	(1)
	Grade 8	-	-	-	-	5	(1)	-	-	-	-	-	-	5	(1)
	Boys	13	(4)	-	-	7	(2)	-	-	-	-	-	-	6	(2)
	Girls	-	-	-	-	10	(3)	-	-	-	-	-	-	13	(4)
	Low SES	10	(3)	-	-	10	(3)	-	-	-	-	-	-	12	(4)
	High SES	3	(1)	-	-	7	(2)	-	-	-	-	-	-	7	(2)
	Total	7	(4)	-	-	8	(5)	-	-	-	-	-	-	10	(6)
3. SOME RULES ARE THE SAME	Grade 4	75	(15)	95	(19)	55	(11)	76	(13)	71	(15)	95	(20)	82	(18)
	Grade 6	75	(15)	95	(19)	70	(14)	70	(7)	75	(15)	100	(20)	86	(18)
	Grade 8	90	(18)	90	(18)	60	(12)	76	(13)	76	(13)	100	(20)	95	(19)
	Boys	77	(23)	93	(28)	70	(21)	76	(16)	69	(18)	100	(30)	91	(29)
	Girls	83	(25)	93	(28)	53	(16)	74	(17)	78	(25)	97	(30)	84	(26)
	Low SES	80	(24)	90	(27)	63	(19)	84	(16)	77	(23)	100	(31)	82	(27)
	High SES	80	(24)	97	(29)	60	(18)	68	(17)	71	(20)	97	(29)	93	(28)
	Total	80	(48)	93	(56)	62	(37)	75	(33)	74	(43)	98	(60)	87	(55)

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[a] Responses may not total 100%. Categories 4 (It depends upon the situation), 5 (Rules the same but enforcement depends on age), 9 (Don't know), 10 (Response not applicable), and 0 (No response) omitted from table.

TABLE IV C

What Rules are Different for Boys and Girls,[a]
By Nation, By Grade, By Sex, By SES

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
1. SOME RULES DIFFER FOR PEOPLE OF DIFFERENT AGE AND STATUS	Grade 4	-	-	-	-	-	-	-	-	5	(1)	10	(2)	18	(4)
	Grade 6	-	-	-	-	-	-	-	-	-	-	10	(2)	14	(3)
	Grade 8	-	-	10	(2)	-	-	-	-	-	-	30	(6)	15	(3)
	Boys	-	-	3	(1)	-	-	-	-	4	(1)	17	(5)	22	(7)
	Girls	-	-	3	(1)	-	-	-	-	-	-	16	(5)	10	(3)
	Low SES	-	-	-	-	-	-	-	-	-	-	16	(5)	18	(6)
	High SES	-	-	7	(2)	-	-	-	-	4	(1)	17	(5)	13	(4)
	Total	-	-	3	(2)	-	-	-	-	2	(1)	16	(10)	16	(10)
2. RULES OF FAMILY	Grade 4	10	(2)	20	(4)	-	-	-	-	10	(2)	-	-	-	-
	Grade 6	10	(2)	20	(4)	20	(4)	-	-	5	(1)	25	(5)	5	(1)
	Grade 8	5	(1)	15	(3)	15	(3)	-	-	18	(3)	-	-	-	-
	Boys	-	-	23	(7)	13	(4)	-	-	15	(4)	10	(3)	3	(1)
	Girls	17	(5)	13	(4)	10	(3)	-	-	6	(2)	6	(2)	-	-
	Low SES	10	(3)	20	(6)	17	(5)	-	-	17	(5)	3	(1)	3	(1)
	High SES	7	(2)	17	(5)	7	(2)	-	-	4	(1)	13	(4)	-	-
	Total	8	(5)	18	(11)	12	(7)	-	-	10	(6)	8	(5)	2	(1)
3. RULES OF COMMUNITY, CITY, GOVERNMENT	Grade 4	5	(1)	-	-	-	-	-	-	-	-	-	-	-	-
	Grade 6	15	(3)	-	-	-	-	-	-	-	-	-	-	-	-
	Grade 8	25	(5)	5	(1)	5	(1)	6	(1)	6	(1)	10	(2)	5	(1)
	Boys	13	(4)	3	(1)	3	(1)	-	-	-	-	-	-	-	-
	Girls	17	(5)	-	-	-	-	4	(1)	3	(1)	6	(2)	3	(1)
	Low SES	27	(8)	-	-	-	-	-	-	3	(1)	6	(2)	-	-
	High SES	3	(1)	3	(1)	3	(1)	4	(1)	-	-	-	-	3	(1)
	Total	15	(9)	2	(1)	2	(1)	2	(1)	2	(1)	3	(2)	2	(1)

TABLE IV C

What Rules are Different for Boys and Girls,[a] By Nation, By Grade, By Sex, By SES (cont'd)

CATEGORIES:			GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
			%	N	%	N	%	N	%	N	%	N	%	N	%	N
4.	RULES OF SCHOOL	Grade 4	-	-	-	-	-	-	6	(1)	-	-	-	-	4	(1)
		Grade 6	10	(2)	-	-	-	-	-	-	-	-	-	-	5	(1)
		Grade 8	20	(4)	-	-	-	-	12	(2)	-	-	-	-	-	-
		Boys	13	(4)	-	-	-	-	5	(1)	-	-	-	-	3	(1)
		Girls	7	(2)	-	-	-	-	9	(2)	-	-	-	-	3	(1)
		Low SES	17	(5)	-	-	-	-	10	(2)	-	-	-	-	3	(1)
		High SES	3	(1)	-	-	-	-	4	(1)	-	-	-	-	3	(1)
		Total	10	(6)	-	-	-	-	7	(3)	-	-	-	-	3	(2)

[a] Multiple coded, but question only asked of those who had indicated there was a difference. Categories 5 (Children's rules), 9 (Don't know), 10 (Response not applicable), and 0 (No response) ommitted from table.

TABLE IV D

What Rules are Different for Adults and Children,[a] By Nation, By Grade, By Sex, By SES

CATEGORIES		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
1. SOME RULES DIFFER FOR PEOPLE OF DIFFERENT AGE AND STATUS	Grade 4	5	(1)	45	(9)	-	-	-	-	-	-	14	(3)	23	(5)
	Grade 6	15	(3)	50	(10)	-	-	10	(1)	-	-	5	(1)	5	(1)
	Grade 8	10	(2)	35	(7)	-	-	6	(1)	-	-	15	(3)	20	(4)
	Boys	7	(2)	33	(10)	-	-	-	-	-	-	17	(5)	9	(3)
	Girls	13	(4)	53	(16)	-	-	9	(2)	-	-	6	(2)	23	(7)
	Low SES	3	(1)	40	(12)	-	-	-	-	-	-	13	(4)	21	(7)
	High SES	17	(5)	47	(14)	-	-	8	(2)	-	-	10	(3)	10	(3)
	Total	10	(6)	43	(26)	-	-	4	(2)	-	-	11	(7)	16	(10)
2. RULES OF THE FAMILY	Grade 4	15	(3)	40	(8)	30	(6)	-	-	38	(8)	38	(8)	27	(6)
	Grade 6	10	(2)	30	(6)	15	(3)	-	-	30	(6)	35	(7)	10	(2)
	Grade 8	15	(3)	35	(7)	30	(6)	-	-	18	(3)	5	(1)	10	(2)
	Boys	20	(6)	43	(13)	30	(9)	-	-	19	(5)	23	(7)	16	(5)
	Girls	7	(2)	27	(8)	20	(6)	-	-	38	(12)	29	(9)	16	(5)
	Low SES	17	(5)	37	(11)	30	(9)	-	-	27	(8)	32	(10)	18	(6)
	High SES	10	(3)	33	(10)	20	(6)	-	-	32	(9)	20	(6)	13	(4)
	Total	13	(8)	35	(21)	25	(15)	-	-	29	(17)	26	(16)	16	(10)
3. RULES OF COMMUNITY, CITY, GOVERNMENT	Grade 4	40	(8)	5	(1)	15	(3)	65	(11)	38	(8)	52	(11)	50	(11)
	Grade 6	55	(11)	15	(3)	20	(4)	60	(6)	50	(10)	75	(15)	71	(15)
	Grade 8	65	(13)	10	(2)	5	(1)	59	(10)	47	(8)	75	(15)	75	(15)
	Boys	63	(19)	10	(3)	13	(4)	67	(14)	62	(16)	67	(20)	72	(23)
	Girls	43	(13)	10	(3)	13	(4)	56	(13)	31	(10)	68	(21)	58	(18)
	Low SES	57	(17)	10	(3)	7	(2)	68	(13)	43	(13)	61	(19)	58	(19)
	High SES	50	(15)	10	(3)	20	(6)	56	(14)	46	(13)	73	(22)	73	(22)
	Total	53	(32)	10	(6)	13	(8)	61	(27)	45	(26)	67	(41)	65	(41)

TABLE IV D

What Rules are Different for Adults and Children,[a]
By Nation, By Grade, By Sex, By SES (cont'd)

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
4. RULES OF SCHOOL	Grade 4	35	(7)	5	(1)	25	(5)	24	(4)	5	(1)	29	(6)	27	(6)
	Grade 6	30	(6)	5	(1)	35	(7)	20	(2)	15	(3)	10	(2)	19	(4)
	Grade 8	30	(6)	-	-	35	(7)	24	(4)	24	(4)	45	(9)	20	(4)
	Boys	27	(8)	3	(1)	37	(11)	14	(3)	12	(3)	20	(6)	12	(4)
	Girls	37	(11)	3	(1)	27	(8)	30	(7)	16	(5)	36	(11)	32	(10)
	Low SES	40	(12)	7	(2)	30	(9)	16	(3)	13	(4)	32	(10)	15	(5)
	High SES	23	(7)	-	-	33	(10)	28	(7)	14	(4)	23	(7)	30	(9)
	Total	32	(19)	3	(2)	32	(19)	23	(10)	14	(8)	28	(17)	22	(14)

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[a] Multiple coded, responses exceed 100%. Categories 5 (Children's rules), 9 (Don't know), 10 (Response not applicable), and 0 (No response) omitted from table since so few responses coded there.

TABLE IV E

What Rules are the Same for Adults and Children,[a]
By Nation, By Grade, By Sex, By SES

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
1. RULES OF FAMILY	Grade 4	10	(2)	70	(14)	-	-	-	-	-	-	14	(3)	-	-
	Grade 6	20	(4)	40	(8)	10	(2)	-	-	10	(2)	-	-	-	-
	Grade 8	15	(3)	30	(6)	-	-	18	(3)	6	(1)	-	-	5	(1)
	Boys	7	(2)	50	(15)	7	(2)	10	(2)	-	-	-	-	-	-
	Girls	23	(7)	43	(13)	-	-	4	(1)	9	(3)	10	(3)	3	(1)
	Low SES	13	(4)	43	(13)	7	(2)	5	(1)	7	(2)	6	(2)	3	(1)
	High SES	17	(5)	50	(15)	-	-	8	(2)	4	(1)	3	(1)	-	-
	Total	15	(9)	47	(28)	3	(2)	7	(3)	5	(3)	5	(3)	2	(1)
2. RULES OF COMMUNITY, CITY, GOVERNMENT	Grade 4	35	(7)	15	(3)	35	(7)	88	(15)	71	(15)	76	(16)	59	(13)
	Grade 6	45	(9)	60	(12)	35	(7)	90	(9)	60	(12)	95	(19)	86	(18)
	Grade 8	35	(7)	40	(8)	50	(10)	76	(13)	59	(10)	80	(16)	75	(15)
	Boys	43	(13)	37	(11)	47	(14)	100	(21)	62	(16)	83	(25)	78	(25)
	Girls	33	(10)	40	(12)	33	(10)	70	(16)	66	(21)	81	(25)	71	(22)
	Low SES	50	(15)	43	(13)	33	(10)	74	(14)	60	(18)	84	(26)	76	(25)
	High SES	27	(8)	33	(10)	47	(14)	92	(23)	68	(19)	80	(24)	73	(22)
	Total	38	(23)	38	(23)	40	(24)	84	(37)	64	(37)	82	(50)	75	(47)
3. RULES OF SCHOOL	Grade 4	15	(3)	-	-	-	-	47	(8)	-	-	5	(1)	-	-
	Grade 6	20	(4)	-	-	-	-	50	(5)	-	-	-	-	5	(1)
	Grade 8	5	(1)	-	-	5	(1)	24	(4)	-	-	-	-	-	-
	Boys	13	(4)	-	-	3	(1)	38	(8)	-	-	-	-	3	(1)
	Girls	13	(4)	-	-	-	-	39	(9)	-	-	3	(1)	-	-
	Low SES	3	(1)	-	-	-	-	42	(8)	-	-	3	(1)	3	(1)
	High SES	23	(7)	-	-	3	(1)	36	(9)	-	-	-	-	-	-
	Total	13	(8)	-	-	2	(1)	39	(17)	-	-	2	(1)	2	(1)

TABLE IV E

What Rules are the Same for Adults and Children,[a]
By Nation, By Grade, By Sex, By SES (cont'd)

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
6. SERIOUS RULES	Grade 4	20	(4)	-	-	10	(2)	6	(1)	5	(1)	29	(6)	23	(5)
	Grade 6	25	(5)	-	-	25	(5)	10	(1)	5	(1)	50	(10)	14	(3)
	Grade 8	30	(6)	-	-	20	(4)	-	-	24	(4)	20	(4)	45	(9)
	Boys	27	(8)	-	-	17	(5)	5	(1)	19	(5)	47	(14)	25	(8)
	Girls	23	(7)	-	-	20	(6)	4	(1)	3	(1)	19	(6)	29	(9)
	Low SES	20	(6)	-	-	17	(5)	-	-	7	(2)	32	(10)	27	(9)
	High SES	30	(9)	-	-	20	(6)	8	(2)	14	(4)	33	(10)	27	(8)
	Total	25	(15)	-	-	18	(11)	5	(2)	10	(6)	33	(20)	27	(17)

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[a] Multiple coded, responses exceed 100%. Categories 4 (Children's rules), 5 (Rules of religion), 9 (Don't know), 10 (Response not applicable), and 0 (No response) omitted since so few responses coded there.

TABLE VI A

Who Can Make You Obey,[a] By Nation, By Grade, By Sex, By SES

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
1. FATHER	Grade 4	90	(18)	85	(17)	40	(8)	59	(10)	86	(18)	86	(18)	77	(17)
	Grade 6	90	(18)	80	(16)	30	(6)	80	(8)	95	(19)	70	(14)	67	(14)
	Grade 8	85	(17)	60	(12)	25	(5)	53	(9)	88	(15)	75	(15)	75	(15)
	Boys	87	(26)	67	(20)	23	(7)	52	(11)	92	(24)	87	(26)	78	(25)
	Girls	90	(27)	83	(25)	40	(12)	70	(16)	88	(28)	68	(21)	68	(21)
	Low SES	97	(29)	77	(23)	30	(9)	63	(12)	83	(25)	87	(27)	73	(24)
	High SES	80	(24)	73	(22)	33	(10)	60	(15)	96	(27)	67	(20)	73	(22)
	Total	88	(53)	75	(45)	32	(19)	61	(27)	90	(52)	77	(47)	73	(46)
2. MOTHER	Grade 4	90	(18)	70	(14)	30	(6)	71	(12)	95	(20)	86	(18)	96	(21)
	Grade 6	90	(18)	70	(14)	20	(4)	80	(8)	95	(19)	80	(16)	76	(16)
	Grade 8	75	(15)	60	(12)	15	(3)	59	(10)	94	(16)	70	(14)	80	(16)
	Boys	80	(24)	57	(17)	13	(4)	67	(14)	92	(24)	83	(25)	91	(29)
	Girls	90	(27)	77	(23)	30	(9)	70	(16)	97	(31)	74	(23)	77	(24)
	Low SES	87	(26)	70	(21)	27	(8)	79	(15)	97	(29)	90	(28)	85	(28)
	High SES	83	(25)	63	(19)	17	(5)	60	(15)	93	(26)	67	(20)	83	(25)
	Total	85	(51)	67	(40)	22	(13)	68	(30)	95	(55)	79	(48)	84	(53)
3. TEACHER	Grade 4	90	(18)	65	(13)	20	(4)	88	(15)	86	(18)	76	(16)	54	(12)
	Grade 6	85	(17)	55	(11)	-	-	70	(7)	90	(18)	80	(16)	52	(11)
	Grade 8	80	(16)	45	(9)	15	(3)	76	(13)	88	(15)	70	(14)	55	(11)
	Boys	87	(26)	57	(17)	10	(3)	71	(15)	88	(23)	73	(22)	59	(19)
	Girls	83	(25)	53	(16)	13	(4)	87	(20)	88	(28)	77	(24)	48	(15)
	Low SES	97	(29)	63	(19)	10	(3)	90	(17)	97	(29)	87	(27)	61	(20)
	High SES	73	(22)	47	(14)	13	(4)	72	(18)	79	(22)	63	(19)	47	(14)
	Total	85	(51)	55	(33)	12	(7)	80	(35)	88	(51)	75	(46)	54	(34)

TABLE VI A

Who Can Make You Obey,[a] By Nation, By Grade, By Sex, By SES (cont'd)

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
4. POLICE	Grade 4	50	(10)	30	(6)	30	(6)	24	(4)	81	(17)	62	(13)	41	(9)
	Grade 6	50	(10)	25	(5)	10	(2)	20	(2)	55	(11)	70	(14)	67	(14)
	Grade 8	55	(11)	30	(6)	10	(2)	18	(3)	35	(6)	75	(15)	70	(14)
	Boys	57	(17)	33	(10)	13	(4)	24	(5)	73	(19)	77	(23)	62	(20)
	Girls	47	(14)	23	(7)	20	(6)	17	(4)	47	(15)	61	(19)	55	(17)
	Low SES	63	(19)	13	(4)	17	(5)	21	(4)	50	(15)	77	(24)	64	(21)
	High SES	40	(12)	43	(13)	17	(5)	20	(5)	68	(19)	60	(18)	53	(16)
	Total	52	(31)	28	(17)	17	(10)	20	(9)	59	(34)	69	(42)	59	(37)
5. GOVERNMENT OFFICIALS	Grade 4	15	(3)	30	(6)	-	-	06	(1)	10	(2)	48	(10)	27	(6)
	Grade 6	20	(4)	40	(8)	-	-	20	(2)	10	(2)	25	(5)	24	(5)
	Grade 8	20	(4)	45	(9)	-	-	-	-	06	(1)	10	(2)	15	(3)
	Boys	23	(7)	40	(12)	-	-	10	(2)	12	(3)	30	(9)	34	(11)
	Girls	13	(4)	37	(11)	-	-	04	(1)	06	(2)	26	(8)	10	(3)
	Low SES	17	(5)	43	(13)	-	-	-	-	07	(2)	32	(10)	21	(7)
	High SES	20	(6)	33	(10)	-	-	12	(3)	11	(3)	23	(7)	23	(7)
	Total	18	(11)	38	(23)	-	-	07	(3)	09	(5)	28	(17)	22	(14)
6. RELATIVES	Grade 4	05	(1)	-	-	-	-	12	(2)	10	(2)	10	(2)	18	(4)
	Grade 6	10	(2)	-	-	-	-	-	-	10	(2)	15	(3)	10	(2)
	Grade 8	05	(1)	-	-	-	-	-	-	06	(1)	20	(4)	10	(2)
	Boys	03	(1)	-	-	-	-	05	(1)	-	-	13	(4)	06	(2)
	Girls	10	(3)	-	-	-	-	04	(1)	16	(5)	16	(5)	19	(6)
	Low SES	10	(3)	-	-	-	-	05	(1)	13	(4)	23	(7)	15	(5)
	High SES	03	(1)	-	-	-	-	04	(1)	04	(1)	07	(2)	10	(3)
	Total	07	(4)	-	-	-	-	04	(2)	09	(5)	15	(9)	13	(8)

TABLE VI A

Who Can Make You Obey,[a] By Nation, By Grade, By Sex, By SES (cont'd)

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
7. SELF	Grade 4	-	-	-	-	-	-	06	(1)	-	-	-	-	04	(1)
	Grade 6	10	(2)	-	-	-	-	20	(2)	05	(1)	-	-	-	-
	Grade 8	20	(4)	15	(3)	-	-	06	(1)	06	(1)	05	(1)	05	(1)
	Boys	03	(1)	03	(1)	-	-	10	(2)	04	(1)	03	(1)	-	-
	Girls	17	(5)	07	(2)	-	-	09	(2)	03	(1)	-	-	06	(2)
	Low SES	-	-	03	(1)	-	-	-	-	03	(1)	-	-	03	(1)
	High SES	20	(6)	07	(2)	-	-	16	(4)	04	(1)	03	(1)	03	(1)
	Total	10	(6)	05	(3)	-	-	09	(4)	03	(2)	02	(1)	03	(2)
8. OTHERS	Grade 4	35	(7)	15	(3)	20	(4)	35	(6)	24	(5)	48	(10)	27	(6)
	Grade 6	20	(4)	10	(2)	45	(9)	50	(5)	05	(1)	50	(10)	29	(6)
	Grade 8	10	(2)	20	(4)	50	(10)	47	(8)	18	(3)	45	(9)	30	(6)
	Boys	20	(6)	10	(3)	40	(12)	43	(9)	19	(5)	50	(15)	28	(9)
	Girls	23	(7)	20	(6)	37	(11)	43	(10)	12	(4)	45	(14)	29	(9)
	Low SES	10	(3)	13	(4)	33	(10)	42	(8)	20	(6)	36	(11)	30	(10)
	High SES	33	(10)	17	(5)	43	(13)	44	(11)	11	(3)	60	(18)	27	(8)
	Total	22	(13)	15	(9)	38	(23)	43	(19)	16	(9)	48	(29)	29	(18)

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[a] Multiple coded, responses exceed 100%. Categories 9 (Don't know), 10 (Response not applicable, and 0 (No response) omitted from table since so few coded there.

TABLE VI B

Who Cannot Make You Obey,[a] By Nation, By Grade, By Sex, By SES

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
1. STRANGERS	Grade 4	25	(5)	-	-	10	(2)	24	(4)	43	(9)	33	(7)	23	(5)
	Grade 6	40	(8)	15	(3)	30	(6)	30	(3)	55	(11)	20	(4)	33	(7)
	Grade 8	35	(7)	10	(2)	-	-	29	(5)	47	(8)	30	(6)	20	(4)
	Boys	33	(10)	07	(2)	17	(5)	29	(6)	46	(12)	23	(7)	25	(8)
	Girls	33	(10)	10	(3)	10	(3)	26	(6)	50	(16)	32	(10)	26	(8)
	Low SES	23	(7)	03	(1)	17	(5)	21	(4)	50	(15)	32	(10)	21	(7)
	High SES	43	(13)	13	(4)	10	(3)	32	(8)	46	(13)	23	(7)	30	(9)
	Total	33	(20)	08	(5)	13	(8)	27	(12)	48	(28)	28	(17)	25	(16)
2. YOUNGER CHILDREN	Grade 4	40	(8)	75	(15)	35	(7)	29	(5)	14	(3)	48	(10)	18	(4)
	Grade 6	45	(9)	60	(12)	25	(5)	10	(1)	05	(1)	25	(5)	14	(3)
	Grade 8	25	(5)	75	(15)	20	(4)	12	(2)	06	(1)	35	(7)	25	(5)
	Boys	37	(11)	67	(20)	23	(7)	29	(6)	19	(5)	27	(8)	19	(6)
	Girls	37	(11)	73	(22)	30	(9)	09	(2)	-	-	45	(14)	19	(6)
	Low SES	40	(12)	67	(20)	20	(6)	10	(2)	07	(2)	36	(11)	15	(5)
	High SES	33	(10)	73	(22)	33	(10)	24	(6)	11	(3)	37	(11)	23	(7)
	Total	37	(22)	70	(42)	27	(16)	18	(8)	09	(5)	36	(22)	19	(12)
3. SIBLINGS	Grade 4	-	-	-	-	05	(1)	06	(1)	-	-	04	(1)	04	(1)
	Grade 6	05	(1)	-	-	-	-	-	-	05	(1)	05	(1)	24	(5)
	Grade 8	-	-	-	-	-	-	-	-	-	-	10	(2)	15	(3)
	Boys	03	(1)	-	-	-	-	05	(1)	04	(1)	07	(2)	19	(6)
	Girls	-	-	-	-	03	(1)	-	-	-	-	06	(2)	10	(3)
	Low SES	03	(1)	-	-	-	-	05	(1)	03	(1)	10	(3)	21	(7)
	High SES	-	-	-	-	03	(1)	-	-	-	-	03	(1)	07	(2)
	Total	02	(1)	-	-	02	(1)	02	(1)	02	(1)	07	(4)	14	(9)

TABLE VI B

Who Cannot Make You Obey,[a] By Nation, By Grade, By Sex, By SES (cont'd)

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
4. PEERS	Grade 4	25	(5)	-	-	10	(2)	18	(3)	05	(1)	10	(2)	50	(11)
	Grade 6	25	(5)	-	-	15	(3)	-	-	05	(1)	50	(10)	33	(7)
	Grade 8	10	(2)	-	-	25	(5)	-	-	-	-	30	(6)	30	(6)
	Boys	17	(5)	-	-	20	(6)	-	-	04	(1)	37	(11)	22	(7)
	Girls	23	(7)	-	-	13	(4)	13	(3)	03	(1)	23	(7)	55	(17)
	Low SES	17	(5)	-	-	27	(8)	16	(3)	03	(1)	29	(9)	36	(12)
	High SES	23	(7)	-	-	07	(2)	-	-	04	(1)	30	(9)	40	(12)
	Total	20	(12)	-	-	17	(10)	07	(3)	03	(2)	30	(18)	38	(24)
5. THOSE WITH NO AUTHORITY	Grade 4	-	-	05	(1)	05	(1)	06	(1)	-	-	33	(7)	04	(1)
	Grade 6	05	(1)	10	(2)	10	(2)	-	-	05	(1)	30	(6)	19	(4)
	Grade 8	10	(2)	10	(2)	15	(3)	06	(1)	12	(2)	10	(2)	10	(2)
	Boys	07	(2)	17	(5)	13	(4)	-	-	08	(2)	23	(7)	16	(5)
	Girls	03	(1)	-	-	07	(2)	09	(2)	03	(1)	26	(8)	06	(2)
	Low SES	-	-	07	(2)	-	-	10	(2)	07	(2)	36	(11)	06	(2)
	High SES	10	(3)	10	(3)	20	(6)	-	-	04	(1)	13	(4)	17	(5)
	Total	05	(3)	08	(5)	10	(6)	04	(2)	05	(3)	25	(15)	11	(7)
6. BAD PEOPLE	Grade 4	35	(7)	05	(1)	15	(3)	29	(5)	14	(3)	-	-	09	(2)
	Grade 6	10	(2)	05	(1)	05	(1)	40	(4)	05	(1)	05	(1)	-	-
	Grade 8	25	(5)	-	-	-	-	24	(4)	-	-	10	(2)	-	-
	Boys	23	(7)	-	-	10	(3)	24	(5)	04	(1)	07	(2)	06	(2)
	Girls	23	(7)	07	(2)	03	(1)	35	(8)	09	(3)	03	(1)	-	-
	Low SES	37	(11)	07	(2)	07	(2)	32	(6)	07	(2)	-	-	-	-
	High SES	10	(3)	-	-	07	(2)	28	(7)	07	(2)	10	(3)	07	(2)
	Total	23	(14)	03	(2)	07	(4)	30	(13)	07	(4)	05	(3)	03	(2)

TABLE VI B

Who Cannot Make You Obey,[a] By Nation, By Grade, By Sex, By SES (Cont'd)

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
7. NO ONE	Grade 4	05	(1)	05	(1)	10	(2)	06	(1)	10	(2)	05	(1)	-	-
	Grade 6	15	(3)	15	(3)	10	(2)	20	(2)	10	(2)	05	(1)	-	-
	Grade 8	15	(3)	05	(1)	10	(2)	18	(3)	12	(2)	10	(2)	-	-
	Boys	13	(4)	10	(3)	10	(3)	14	(3)	12	(3)	13	(4)	-	-
	Girls	10	(3)	07	(2)	10	(3)	13	(3)	09	(3)	-	-	-	-
	Low SES	07	(2)	10	(3)	13	(4)	05	(1)	07	(2)	03	(1)	-	-
	High SES	17	(5)	07	(2)	07	(2)	20	(5)	14	(4)	10	(3)	-	-
	Total	12	(7)	08	(5)	10	(6)	14	(6)	10	(6)	07	(4)	-	-

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[a] Multiple coded, percentages total over 100%. Categories 9 (Don't know), 10 (Response not applicable), and 0 (No response) omitted from table since so few coded there.

TABLE VII A

Does Someone Who Breaks a Rule Always Get Caught,[a]
By Nation, By Grade, By Sex, By SES

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
1. YES	Grade 4	20	(4)	40	(8)	25	(5)	41	(7)	-	-	-	-	-	-
	Grade 6	05	(1)	25	(5)	15	(3)	50	(5)	-	-	-	-	-	-
	Grade 8	20	(4)	45	(9)	15	(3)	53	(9)	-	-	-	-	-	-
	Boys	17	(5)	43	(13)	13	(4)	67	(14)	-	-	-	-	-	-
	Girls	13	(5)	30	(9)	23	(7)	30	(7)	-	-	-	-	-	-
	Low SES	27	(8)	27	(8)	27	(8)	58	(11)	-	-	-	-	-	-
	High SES	03	(1)	47	(14)	10	(3)	40	(10)	-	-	-	-	-	-
	Total	15	(9)	37	(22)	18	(11)	48	(21)	-	-	-	-	-	-
2. MOST OF THE TIME	Grade 4	30	(6)	-	-	15	(3)	35	(6)	19	(4)	95	(20)	77	(17)
	Grade 6	40	(8)	05	(1)	10	(2)	20	(2)	-	-	90	(18)	76	(16)
	Grade 8	30	(6)	-	-	05	(1)	29	(5)	24	(4)	100	(20)	85	(17)
	Boys	27	(8)	03	(1)	17	(5)	19	(4)	15	(4)	93	(28)	84	(27)
	Girls	40	(12)	-	-	03	(1)	39	(9)	12	(4)	97	(30)	74	(23)
	Low SES	30	(9)	-	-	10	(3)	16	(3)	17	(5)	94	(29)	88	(29)
	High SES	37	(11)	03	(1)	10	(3)	40	(10)	11	(3)	97	(29)	70	(21)
	Total	33	(20)	02	(1)	10	(6)	30	(13)	14	(8)	95	(58)	79	(50)
3. SOMETIMES	Grade 4	45	(9)	45	(9)	25	(5)	12	(2)	19	(4)	05	(1)	09	(2)
	Grade 6	45	(9)	60	(12)	45	(9)	10	(1)	45	(9)	10	(2)	05	(1)
	Grade 8	50	(10)	30	(6)	45	(9)	06	(1)	12	(2)	-	-	05	(1)
	Boys	50	(15)	33	(10)	33	(10)	14	(3)	19	(5)	07	(2)	03	(1)
	Girls	43	(13)	57	(17)	43	(13)	04	(1)	31	(10)	03	(1)	10	(3)
	Low SES	37	(11)	50	(15)	33	(10)	10	(2)	23	(7)	06	(2)	-	-
	High SES	57	(17)	40	(12)	43	(13)	08	(2)	29	(8)	03	(1)	13	(4)
	Total	47	(28)	45	(27)	38	(23)	09	(4)	26	(15)	05	(3)	06	(4)

TABLE VII A

Does Someone Who Breaks a Rule Always Get Caught,[a]
By Nation, By Grade, By Sex, By SES (cont'd)

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
4. NO	Grade 4	05	(1)	10	(2)	15	(3)	-	-	57	(12)	-	-	14	(3)
	Grade 6	10	(2)	05	(1)	10	(2)	10	(1)	55	(11)	-	-	19	(4)
	Grade 8	-	-	20	(4)	10	(2)	-	-	53	(9)	-	-	10	(2)
	Boys	07	(2)	20	(6)	13	(4)	-	-	65	(17)	-	-	12	(4)
	Girls	03	(1)	03	(1)	10	(3)	04	(1)	47	(15)	-	-	16	(5)
	Low SES	07	(2)	17	(5)	10	(3)	-	-	57	(17)	-	-	12	(4)
	High SES	03	(1)	07	(2)	13	(4)	04	(1)	54	(15)	-	-	17	(5)
	Total	05	(3)	12	(7)	12	(7)	02	(1)	55	(32)	-	-	14	(9)

[a] Categories 9 (Don't know), 10 (Response not applicable), 0 (No response) omitted from table since so few responses.

TABLE VII B

Do Some Children Get Away With Breaking Rules,[a]
By Nation, By Grade, By Sex, By SES

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
1. NO, UNSPECIFIED	Grade 4	05	(1)	10	(2)	20	(4)	35	(6)	05	(1)	-	-	14	(3)
	Grade 6	15	(3)	15	(3)	05	(1)	30	(3)	-	-	-	-	-	-
	Grade 8	05	(1)	-	-	05	(1)	35	(6)	-	-	-	-	05	(1)
	Boys	13	(4)	03	(1)	10	(3)	48	(10)	04	(1)	-	-	06	(2)
	Girls	03	(1)	13	(4)	10	(3)	22	(5)	-	-	-	-	06	(2)
	Low SES	13	(4)	13	(4)	10	(3)	37	(7)	03	(1)	-	-	06	(2)
	High SES	03	(1)	03	(1)	10	(3)	32	(8)	-	-	-	-	07	(2)
	Total	08	(5)	08	(5)	10	(6)	34	(15)	02	(1)	-	-	06	(4)
2. YES, UNSPECIFIED	Grade 4	-	-	10	(2)	10	(2)	-	-	43	(9)	10	(2)	23	(5)
	Grade 6	-	-	10	(2)	05	(1)	10	(1)	30	(6)	10	(2)	10	(2)
	Grade 8	10	(2)	20	(4)	05	(1)	-	-	24	(4)	20	(4)	05	(1)
	Boys	03	(1)	17	(5)	07	(2)	05	(1)	35	(9)	17	(5)	12	(4)
	Girls	03	(1)	10	(3)	07	(2)	-	-	31	(10)	10	(3)	13	(4)
	Low SES	-	-	07	(2)	07	(2)	-	-	36	(11)	23	(7)	12	(4)
	High SES	07	(2)	20	(6)	07	(2)	04	(1)	29	(8)	3	(1)	13	(4)
	Total	03	(2)	13	(8)	07	(4)	02	(1)	33	(19)	13	(8)	13	(8)
3. YES, CLEVER, SNEAKY OR SLY ONES	Grade 4	25	(5)	80	(16)	35	(7)	-	-	-	-	19	(4)	18	(4)
	Grade 6	30	(6)	75	(15)	50	(10)	-	-	-	-	35	(7)	24	(5)
	Grade 8	35	(7)	60	(12)	50	(10)	06	(1)	-	-	35	(7)	40	(8)
	Boys	33	(10)	70	(21)	43	(13)	-	-	-	-	20	(6)	25	(8)
	Girls	27	(8)	73	(22)	47	(14)	04	(1)	-	-	39	(12)	29	(9)
	Low SES	33	(10)	73	(22)	37	(11)	05	(1)	-	-	16	(5)	36	(12)
	High SES	27	(8)	70	(21)	53	(16)	-	-	-	-	43	(13)	17	(5)
	Total	30	(18)	72	(43)	45	(27)	02	(1)	-	-	30	(18)	27	(17)

TABLE VII E

Do Some Children Get Away With Breaking Rules,[a]
By Nation, By Grade, By Sex, By SES (cont'd)

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
4. YES, INTELLIGENT, EXPERIENCED ONES	Grade 4	-	-	-	-	05	(1)	-	-	-	-	05	(1)	-	-
	Grade 6	-	-	-	-	05	(1)	-	-	-	-	05	(1)	-	-
	Grade 8	-	-	-	-	10	(2)	-	-	-	-	05	(1)	-	-
	Boys	-	-	-	-	03	(1)	-	-	-	-	10	(3)	-	-
	Girls	-	-	-	-	10	(3)	-	-	-	-	-	-	-	-
	Low SES	-	-	-	-	03	(1)	-	-	-	-	03	(1)	-	-
	High SES	-	-	-	-	10	(3)	-	-	-	-	07	(2)	-	-
	Total	-	-	-	-	07	(4)	-	-	-	-	05	(3)	-	-
5. YES, LUCKY ONES	Grade 4	20	(4)	-	-	-	-	12	(2)	-	-	38	(8)	14	(3)
	Grade 6	15	(3)	-	-	-	-	-	-	-	-	25	(5)	05	(1)
	Grade 8	15	(3)	05	(1)	05	(1)	06	(1)	-	-	20	(4)	10	(2)
	Boys	20	(6)	03	(1)	03	(1)	10	(2)	-	-	33	(10)	06	(2)
	Girls	13	(4)	-	-	-	-	04	(1)	-	-	23	(7)	13	(4)
	Low SES	20	(6)	-	-	03	(1)	10	(2)	-	-	29	(9)	09	(3)
	High SES	13	(4)	03	(1)	-	-	04	(1)	-	-	27	(8)	10	(3)
	Total	17	(10)	02	(1)	02	(1)	07	(3)	-	-	28	(17)	10	(6)
6. YES, INNOCENT ONES	Grade 4	05	(1)	-	-	05	(1)	24	(4)	05	(1)	-	-	04	(1)
	Grade 6	25	(5)	-	-	-	-	60	(6)	-	-	-	-	-	-
	Grade 8	25	(5)	-	-	-	-	35	(6)	12	(2)	-	-	-	-
	Boys	10	(3)	-	-	03	(1)	33	(7)	-	-	-	-	03	(1)
	Girls	27	(8)	-	-	-	-	39	(9)	09	(3)	-	-	-	-
	Low SES	20	(6)	-	-	03	(1)	21	(4)	03	(1)	-	-	-	-
	High SES	17	(5)	-	-	-	-	48	(12)	07	(2)	-	-	03	(1)
	Total	18	(11)	-	-	02	(1)	36	(16)	05	(3)	-	-	02	(1)

TABLE VII B

Do Some Children Get Away With Breaking Rules,[a] By Nation, By Grade, By Sex, By SES (cont'd)

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
7. YES, FAVORED ONES	Grade 4	-	-	-	-	05	(1)	-	-	-	-	-	-	04	(1)
	Grade 6	05	(1)	-	-	-	-	-	-	-	-	10	(2)	05	(1)
	Grade 8	-	-	-	-	-	-	06	(1)	-	-	05	(1)	-	-
	Boys	03	(1)	-	-	03	(1)	-	-	-	-	03	(1)	03	(1)
	Girls	-	-	-	-	-	-	04	(1)	-	-	06	(2)	03	(1)
	Low SES	-	-	-	-	03	(1)	05	(1)	-	-	10	(3)	-	-
	High SES	03	(1)	-	-	-	-	-	-	-	-	-	-	07	(2)
	Total	02	(1)	-	-	02	(1)	02	(1)	-	-	05	(3)	03	(2)
8. YES, WHERE CIRCUMSTANCES PERMIT IT	Grade 4	-	-	-	-	-	-	06	(1)	-	-	-	-	-	-
	Grade 6	25	(5)	-	-	05	(1)	20	(2)	70	(14)	20	(4)	57	(12)
	Grade 8	20	(4)	15	(3)	-	-	18	(3)	53	(9)	25	(5)	40	(8)
	Boys	33	(10)	07	(2)	-	-	19	(4)	62	(16)	20	(6)	44	(14)
	Girls	33	(10)	03	(1)	03	(1)	22	(5)	53	(17)	29	(9)	36	(11)
	Low SES	27	(8)	07	(2)	03	(1)	21	(4)	53	(16)	29	(9)	36	(12)
	High SES	40	(12)	03	(1)	-	-	20	(5)	61	(17)	20	(6)	43	(13)
	Total	33	(20)	05	(3)	02	(1)	20	(9)	57	(33)	25	(15)	40	(25)

[a] Categories 9 (Don't know), 10 (Response not applicable), 0 (No response) omitted from table.

TABLE VII C

Do Some Adults Get Away With Breaking Rules,[a]
By Nation, By Grade, By Sex, By SES

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
1. NO, UNSPECIFIED	Grade 4	5	(1)	30	(6)	15	(3)	29	(5)	14	(3)	5	(1)	36	(8)
	Grade 6	20	(4)	20	(4)	-	-	40	(4)	-	-	-	-	10	(2)
	Grade 8	15	(3)	15	(3)	5	(1)	18	(3)	-	-	10	(2)	15	(3)
	Boys	13	(4)	27	(8)	13	(4)	38	(8)	8	(2)	10	(3)	16	(5)
	Girls	13	(4)	17	(5)	-	-	17	(4)	3	(1)	-	-	26	(8)
	Low SES	13	(4)	30	(9)	7	(2)	26	(5)	10	(3)	10	(3)	21	(7)
	High SES	13	(4)	13	(4)	7	(2)	28	(7)	-	-	-	-	20	(6)
	Total	13	(8)	22	(13)	7	(4)	27	(12)	5	(3)	5	(3)	21	(13)
2. YES, UNSPECIFIED	Grade 4	5	(1)	5	(1)	5	(1)	-	-	57	(12)	19	(4)	18	(4)
	Grade 6	5	(1)	20	(4)	5	(1)	-	-	30	(6)	15	(3)	24	(5)
	Grade 8	-	-	15	(3)	10	(2)	12	(2)	29	(5)	15	(3)	20	(4)
	Boys	3	(1)	7	(2)	7	(2)	5	(1)	38	(10)	17	(5)	19	(6)
	Girls	3	(1)	20	(6)	7	(2)	4	(1)	41	(13)	16	(5)	23	(7)
	Low SES	3	(1)	13	(4)	7	(2)	5	(1)	47	(14)	19	(6)	21	(7)
	High SES	3	(1)	13	(4)	7	(2)	4	(1)	32	(9)	13	(4)	20	(6)
	Total	3	(2)	13	(8)	7	(4)	4	(2)	40	(23)	16	(10)	21	(13)
3. YES, CLEVER, SNEAKY, SLY ONES	Grade 4	30	(6)	60	(12)	35	(7)	6	(1)	-	-	24	(5)	32	(7)
	Grade 6	20	(4)	60	(12)	45	(9)	-	-	5	(1)	15	(3)	24	(5)
	Grade 8	30	(6)	60	(12)	35	(7)	12	(2)	6	(1)	30	(6)	25	(5)
	Boys	30	(9)	60	(18)	33	(10)	-	-	8	(2)	13	(4)	31	(10)
	Girls	23	(7)	60	(18)	43	(13)	13	(3)	-	-	32	(10)	23	(7)
	Low SES	27	(8)	50	(15)	53	(16)	10	(2)	3	(1)	16	(5)	27	(9)
	High SES	27	(8)	70	(21)	23	(7)	4	(1)	4	(1)	30	(9)	27	(8)
	Total	27	(16)	60	(36)	38	(23)	7	(3)	3	(2)	23	(14)	27	(17)

TABLE VII C

Do Some Adults Get Away With Breaking Rules,[a] By Nation, By Grade, By Sex, By SES (cont'd)

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
4. YES, INTELLIGENT, EXPERIENCED ONES	Grade 4	5	(1)	-	-	10	(2)	-	-	-	-	-	-	-	-
	Grade 6	5	(1)	-	-	5	(1)	-	-	-	-	10	(2)	-	-
	Grade 8	-	-	-	-	15	(3)	-	-	-	-	5	(1)	-	-
	Boys	7	(2)	-	-	7	(2)	-	-	-	-	3	(1)	-	-
	Girls	-	-	-	-	13	(4)	-	-	-	-	6	(2)	-	-
	Low SES	7	(2)	-	-	3	(1)	-	-	-	-	-	-	-	-
	High SES	-	-	-	-	17	(5)	-	-	-	-	10	(3)	-	-
	Total	3	(2)	-	-	10	(6)	-	-	-	-	5	(3)	-	-
5. YES, LUCKY ONES	Grade 4	15	(3)	-	-	5	(1)	12	(2)	-	-	33	(7)	4	(1)
	Grade 6	15	(3)	-	-	5	(1)	-	-	-	-	35	(7)	10	(2)
	Grade 8	20	(4)	-	-	5	(1)	12	(2)	-	-	20	(4)	10	(2)
	Boys	17	(5)	-	-	7	(2)	5	(1)	-	-	33	(10)	6	(2)
	Girls	17	(5)	-	-	3	(1)	13	(3)	-	-	26	(8)	10	(3)
	Low SES	17	(5)	-	-	-	-	16	(3)	-	-	29	(9)	9	(3)
	High SES	17	(5)	-	-	10	(3)	4	(1)	-	-	30	(9)	7	(2)
	Total	17	(10)	-	-	5	(3)	9	(4)	-	-	30	(18)	8	(5)
6. YES, INNOCENT ONES	Grade 4	10	(2)	-	-	-	-	18	(3)	-	-	5	(1)	-	-
	Grade 6	-	-	-	-	-	-	30	(3)	-	-	-	-	-	-
	Grade 8	-	-	-	-	-	-	18	(3)	-	-	-	-	-	-
	Boys	3	(1)	-	-	-	-	19	(4)	-	-	3	(1)	-	-
	Girls	3	(1)	-	-	-	-	22	(5)	-	-	-	-	-	-
	Low SES	3	(1)	-	-	-	-	16	(3)	-	-	-	-	-	-
	High SES	3	(1)	-	-	-	-	24	(6)	-	-	3	(1)	-	-
	Total	3	(2)	-	-	-	-	20	(9)	-	-	2	(1)	-	-

TABLE VIII C

Do Some Adults Get Away With Breaking Rules,[a]
By Nation, By Grade, By Sex, By SES (cont'd)

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
7. YES, FAVORED, HIGH STATUS ONES	Grade 4	5	(1)	-	-	-	-	18	(3)	-	-	-	-	-	-
	Grade 6	-	-	-	-	5	(1)	-	-	-	-	-	-	-	-
	Grade 8	15	(3)	-	-	-	-	12	(2)	-	-	-	-	10	(2)
	Boys	7	(2)	-	-	3	(1)	10	(2)	-	-	-	-	6	(2)
	Girls	7	(2)	-	-	-	-	13	(3)	-	-	-	-	-	-
	Low SES	3	(1)	-	-	-	-	10	(2)	-	-	-	-	-	-
	High SES	10	(3)	-	-	3	(1)	12	(3)	-	-	-	-	7	(2)
	Total	7	(4)	-	-	2	(1)	11	(5)	-	-	-	-	3	(2)
8. YES, WHEN CIRCUMSTANCES PERMIT	Grade 4	40	(8)	-	-	10	(2)	29	(5)	29	(6)	14	(3)	9	(2)
	Grade 6	45	(9)	-	-	-	-	30	(3)	55	(11)	30	(6)	24	(5)
	Grade 8	35	(7)	5	(1)	5	(1)	29	(5)	53	(9)	20	(4)	20	(4)
	Boys	37	(11)	3	(1)	3	(1)	33	(7)	46	(12)	23	(7)	16	(5)
	Girls	43	(13)	-	-	7	(2)	26	(6)	44	(14)	19	(6)	19	(5)
	Low SES	40	(12)	3	(1)	7	(2)	21	(4)	30	(9)	23	(7)	21	(7)
	High SES	40	(12)	-	-	3	(1)	36	(9)	61	(17)	20	(6)	13	(4)
	Total	40	(24)	2	(1)	5	(3)	30	(13)	45	(26)	21	(13)	18	(11)

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[a] Multiple coded, percentages total over 100%. Categories 9 (Don't know), 10 (Response not applicable), and 0 (No response) omitted from table.

TABLE VII D

Do Girls Get Away With Breaking Rules More Than Boys,[a] By Nation, By Grade, By Sex, By SES

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
1. BOYS AND GIRLS GET AWAY WITH IT EQUALLY	Grade 4	25	(5)	-	-	15	(3)	41	(7)	38	(8)	29	(6)	4	(1)
	Grade 6	35	(7)	5	(1)	25	(5)	70	(7)	45	(9)	15	(3)	5	(1)
	Grade 8	25	(5)	10	(2)	5	(1)	41	(7)	53	(9)	15	(3)	10	(2)
	Boys	33	(10)	7	(2)	13	(4)	43	(9)	42	(11)	17	(5)	9	(3)
	Girls	23	(7)	3	(1)	17	(5)	52	(12)	47	(15)	23	(7)	3	(1)
	Low SES	20	(6)	7	(2)	3	(1)	37	(7)	37	(11)	19	(6)	6	(2)
	High SES	37	(11)	3	(1)	27	(8)	56	(14)	54	(15)	20	(6)	7	(2)
	Total	28	(17)	5	(3)	15	(9)	48	(21)	45	(26)	20	(12)	6	(4)
2. BOYS GET AWAY WITH IT MORE THAN GIRLS	Grade 4	45	(9)	75	(15)	25	(5)	-	-	19	(4)	43	(9)	54	(12)
	Grade 6	15	(3)	75	(15)	25	(5)	10	(1)	20	(4)	60	(12)	71	(15)
	Grade 8	20	(4)	65	(13)	45	(9)	18	(3)	29	(5)	40	(8)	45	(9)
	Boys	27	(8)	63	(19)	33	(10)	10	(2)	19	(5)	47	(14)	59	(19)
	Girls	27	(8)	80	(24)	30	(9)	9	(2)	25	(8)	48	(15)	55	(17)
	Low SES	37	(11)	63	(19)	37	(11)	16	(3)	30	(9)	39	(12)	58	(19)
	High SES	17	(5)	80	(24)	27	(8)	4	(1)	14	(4)	57	(17)	57	(17)
	Total	27	(16)	72	(43)	32	(19)	9	(4)	22	(13)	48	(29)	57	(36)
3. GIRLS GET AWAY WITH IT MORE THAN BOYS	Grade 4	25	(5)	20	(4)	35	(7)	47	(8)	43	(9)	24	(5)	36	(8)
	Grade 6	40	(8)	15	(3)	15	(3)	20	(2)	15	(3)	25	(5)	19	(4)
	Grade 8	50	(10)	15	(3)	15	(3)	35	(6)	6	(1)	40	(8)	45	(9)
	Boys	33	(10)	20	(6)	17	(5)	43	(9)	35	(9)	37	(11)	28	(9)
	Girls	43	(13)	13	(4)	27	(8)	30	(7)	12	(4)	23	(7)	39	(12)
	Low SES	33	(10)	23	(7)	23	(7)	42	(8)	17	(5)	39	(12)	33	(11)
	High SES	43	(13)	10	(3)	20	(6)	32	(8)	29	(8)	20	(6)	33	(10)
	Total	38	(23)	17	(10)	22	(13)	36	(16)	22	(13)	30	(18)	33	(21)

TABLE VII D

Do Girls Get Away With Breaking Rules More Than Boys,[a] By Nation, By Grade, By Sex, By SES (cont'd)

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
4. NO	Grade 4	-	-	5	(1)	-	-	-	-	-	-	-	-	-	-
	Grade 6	-	-	5	(1)	-	-	-	-	-	-	-	-	-	-
	Grade 8	-	-	10	(2)	-	-	-	-	-	-	-	-	-	-
	Boys	-	-	10	(3)	-	-	-	-	-	-	-	-	-	-
	Girls	-	-	3	(1)	-	-	-	-	-	-	-	-	-	-
	Low SES	-	-	7	(2)	-	-	-	-	-	-	-	-	-	-
	High SES	-	-	7	(2)	-	-	-	-	-	-	-	-	-	-
	Total	-	-	7	(4)	-	-	-	-	-	-	-	-	-	-

[a] Multiple coded, percentages total over 100%. Categories 9 (Don't know), 10 (Response not applicable), and 0 (No response) omitted from table.

TABLE VII E

Do Children Get Away With Breaking Rules More Often Than Adults,[a]
By Nation, By Grade, By Sex, By SES

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
1. ADULTS AND CHILDREN GET AWAY WITH IT EQUALLY	Grade 4	05	(1)	05	(1)	15	(3)	-	-	10	(2)	05	(1)	04	(1)
	Grade 6	05	(1)	05	(1)	05	(1)	10	(1)	10	(2)	05	(1)	-	-
	Grade 8	15	(3)	-	-	10	(2)	18	(3)	12	(2)	-	-	05	(1)
	Boys	13	(4)	03	(1)	17	(5)	10	(2)	08	(2)	07	(2)	03	(1)
	Girls	03	(1)	03	(1)	03	(1)	09	(2)	12	(4)	-	-	03	(1)
	Low SES	17	(5)	03	(1)	10	(3)	05	(1)	17	(5)	06	(2)	-	-
	High SES	-	-	03	(1)	10	(3)	12	(3)	04	(1)	-	-	07	(2)
	Total	08	(5)	03	(2)	10	(6)	09	(4)	10	(6)	03	(2)	03	(2)
2. ADULTS GET AWAY WITH IT MORE THAN CHILDREN	Grade 4	40	(8)	20	(4)	20	(4)	35	(6)	14	(3)	10	(2)	27	(6)
	Grade 6	30	(6)	20	(4)	25	(5)	20	(2)	20	(4)	10	(2)	05	(1)
	Grade 8	20	(4)	15	(3)	15	(3)	12	(2)	18	(3)	-	-	-	-
	Boys	30	(9)	13	(4)	07	(2)	19	(4)	19	(5)	03	(1)	09	(3)
	Girls	30	(9)	23	(7)	33	(10)	26	(6)	16	(5)	10	(3)	13	(4)
	Low SES	33	(10)	27	(8)	23	(7)	21	(4)	20	(6)	06	(2)	09	(3)
	High SES	27	(8)	10	(3)	17	(5)	24	(6)	14	(4)	07	(2)	13	(4)
	Total	30	(18)	18	(11)	20	(12)	23	(10)	17	(10)	07	(4)	11	(7)
3. CHILDREN GET AWAY WITH IT MORE THAN ADULTS	Grade 4	50	(10)	50	(10)	45	(9)	53	(9)	71	(15)	71	(15)	36	(8)
	Grade 6	65	(13)	75	(15)	45	(9)	70	(7)	60	(12)	60	(12)	71	(15)
	Grade 8	65	(13)	45	(9)	50	(10)	59	(10)	53	(9)	80	(16)	75	(15)
	Boys	57	(17)	67	(20)	50	(15)	62	(13)	65	(17)	70	(21)	59	(19)
	Girls	63	(19)	47	(14)	43	(13)	56	(13)	59	(19)	71	(22)	61	(19)
	Low SES	50	(15)	53	(16)	43	(13)	63	(12)	47	(14)	64	(20)	61	(20)
	High SES	70	(21)	60	(18)	50	(15)	56	(14)	79	(22)	77	(23)	60	(18)
	Total	60	(36)	57	(34)	47	(28)	59	(26)	62	(36)	70	(43)	60	(38)

TABLE VII E

Do Children Get Away With Breaking Rules More Often Than Adults,[a]
By Nation, By Grade, By Sex, By SES (cont'd)

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
4. NO	Grade 4	-	-	20	(4)	-	-	-	-	05	(1)	14	(3)	32	(7)
	Grade 6	-	-	-	-	-	-	-	-	-	-	15	(3)	14	(3)
	Grade 8	-	-	35	(7)	-	-	-	-	06	(1)	10	(2)	20	(4)
	Boys	-	-	17	(5)	-	-	-	-	08	(2)	10	(3)	22	(7)
	Girls	-	-	20	(6)	-	-	-	-	-	-	16	(5)	23	(7)
	Low SES	-	-	10	(3)	-	-	-	-	07	(2)	16	(5)	27	(9)
	High SES	-	-	27	(8)	-	-	-	-	-	-	10	(3)	17	(5)
	Total	-	-	18	(11)	-	-	-	-	03	(2)	13	(8)	22	(14)

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[a] Categories 9 (Don't know), 10 (Response not applicable), and 0 (No response) omitted from table since so few responses.

TABLE IX A

Who Is It Worst For You To Be Punished By,[a] By Nation, By Grade, By Séx, By SES

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
1. FATHER	Grade 4	15	(3)	10	(2)	45	(9)	29	(5)	19	(4)	14	(3)	32	(7)
	Grade 6	35	(7)	20	(4)	20	(4)	40	(4)	25	(5)	60	(12)	19	(4)
	Grade 8	35	(7)	10	(2)	40	(8)	71	(12)	24	(4)	35	(7)	30	(6)
	Boys	27	(8)	7	(2)	33	(10)	38	(8)	27	(7)	37	(11)	28	(9)
	Girls	30	(9)	20	(6)	37	(11)	56	(13)	19	(6)	36	(11)	26	(8)
	Low SES	30	(9)	17	(5)	50	(15)	47	(9)	13	(4)	29	(9)	15	(5)
	High SES	27	(8)	10	(3)	20	(6)	48	(12)	32	(9)	43	(13)	40	(12)
	Total	28	(17)	13	(8)	35	(21)	48	(21)	22	(13)	36	(22)	27	(17)
2. MOTHER	Grade 4	20	(4)	5	(1)	10	(2)	76	(13)	5	(1)	5	(1)	23	(5)
	Grade 6	20	(4)	10	(2)	10	(2)	50	(5)	35	(7)	25	(5)	14	(3)
	Grade 8	30	(6)	5	(1)	10	(2)	47	(8)	24	(4)	15	(3)	10	(2)
	Boys	27	(8)	7	(2)	10	(3)	57	(12)	15	(4)	13	(4)	9	(3)
	Girls	20	(6)	7	(2)	10	(3)	61	(14)	25	(8)	16	(5)	23	(7)
	Low SES	23	(7)	3	(1)	13	(4)	63	(12)	13	(4)	10	(3)	18	(6)
	High SES	23	(7)	10	(3)	7	(2)	56	(14)	29	(8)	20	(6)	13	(4)
	Total	23	(14)	7	(4)	10	(6)	59	(26)	21	(12)	15	(9)	16	(10)
3. TEACHER	Grade 4	20	(4)	20	(4)	10	(2)	6	(1)	10	(2)	-	-	-	-
	Grade 6	15	(3)	15	(3)	15	(3)	20	(2)	-	-	5	(1)	-	-
	Grade 8	15	(3)	15	(3)	15	(3)	6	(1)	6	(1)	-	-	-	-
	Boys	10	(3)	13	(4)	13	(4)	14	(3)	12	(3)	-	-	-	-
	Girls	23	(7)	20	(6)	13	(4)	4	(1)	-	-	3	(1)	-	-
	Low SES	23	(7)	3	(1)	20	(6)	5	(1)	7	(2)	3	(1)	-	-
	High SES	10	(3)	30	(9)	7	(2)	12	(3)	4	(1)	-	-	-	-
	Total	17	(10)	17	(10)	13	(8)	9	(4)	5	(3)	2	(1)	-	-

TABLE IX A

Who Is It Worst For You To Be Punished By,[a] By Nation, By Grade, By Sex, By SES (cont'd)

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
4. POLICEMAN	Grade 4	55	(11)	65	(13)	30	(6)	-	-	76	(16)	81	(17)	41	(9)
	Grade 6	50	(10)	55	(11)	35	(7)	-	-	60	(12)	30	(6)	67	(14)
	Grade 8	40	(8)	60	(12)	20	(4)	-	-	59	(10)	60	(12)	60	(12)
	Boys	50	(15)	67	(20)	30	(9)	-	-	65	(17)	60	(18)	63	(20)
	Girls	47	(14)	53	(16)	27	(8)	-	-	66	(21)	55	(17)	48	(15)
	Low SES	43	(13)	73	(22)	10	(3)	-	-	70	(21)	64	(20)	64	(21)
	High SES	53	(16)	47	(14)	47	(14)	-	-	61	(17)	50	(15)	47	(14)
	Total	48	(29)	60	(36)	28	(17)	-	-	66	(38)	57	(35)	56	(35)

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[a] Multiple coded, percentages total over 100%. Categories 9 (Don't know), 10 (Response not applicable), and 0 (No response) omitted from table.

TABLE IX B

Who Is It Worst For You To Be Punished By (Last Choice),[a]
By Nation, By Grade, By Sex, By SES

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
1. FATHER	Grade 4	30	(6)	10	(2)	10	(2)	-	-	29	(6)	14	(3)	4	(1)
	Grade 6	50	(10)	20	(4)	35	(7)	-	-	25	(5)	5	(1)	10	(2)
	Grade 8	55	(11)	10	(2)	15	(3)	-	-	12	(2)	15	(3)	15	(3)
	Boys	47	(14)	17	(5)	20	(6)	-	-	19	(5)	13	(4)	6	(2)
	Girls	43	(13)	10	(3)	20	(6)	-	-	25	(8)	10	(3)	13	(4)
	Low SES	43	(13)	7	(2)	7	(2)	-	-	30	(9)	10	(3)	12	(4)
	High SES	47	(14)	20	(6)	33	(10)	-	-	14	(4)	13	(4)	7	(2)
	Total	45	(27)	13	(8)	20	(12)	-	-	22	(13)	12	(7)	10	(6)
2. MOTHER	Grade 4	45	(9)	45	(9)	-	-	-	-	48	(10)	33	(7)	18	(4)
	Grade 6	60	(12)	40	(8)	30	(6)	-	-	25	(5)	20	(4)	24	(5)
	Grade 8	55	(11)	55	(11)	15	(3)	6	(1)	35	(6)	35	(7)	10	(2)
	Boys	47	(14)	33	(10)	13	(4)	-	-	46	(12)	37	(11)	16	(5)
	Girls	60	(18)	60	(18)	50	(15)	4	(1)	28	(9)	23	(7)	19	(6)
	Low SES	57	(17)	50	(15)	3	(1)	-	-	43	(13)	42	(13)	21	(7)
	High SES	50	(15)	43	(13)	27	(8)	4	(1)	29	(8)	17	(5)	13	(4)
	Total	53	(32)	47	(28)	15	(9)	2	(1)	36	(21)	30	(18)	18	(11)
3. TEACHER	Grade 4	5	(1)	25	(5)	35	(7)	6	(1)	43	(9)	52	(11)	36	(8)
	Grade 6	10	(2)	5	(1)	15	(3)	-	-	50	(10)	60	(12)	52	(11)
	Grade 8	5	(1)	15	(3)	30	(6)	18	(3)	35	(6)	35	(7)	70	(14)
	Boys	10	(3)	23	(7)	27	(8)	10	(2)	35	(9)	43	(13)	62	(20)
	Girls	3	(1)	7	(2)	27	(8)	9	(2)	50	(16)	55	(17)	42	(13)
	Low SES	3	(1)	17	(5)	30	(9)	21	(4)	40	(12)	45	(14)	52	(17)
	High SES	10	(3)	13	(4)	23	(7)	-	-	46	(13)	53	(16)	53	(16)
	Total	7	(4)	15	(9)	27	(16)	9	(4)	43	(25)	49	(30)	52	(33)

TABLE IX B

Who Is It Worst For You To Be Punished By (Last Choice),[a] By Nation, By Grade, By Sex, By SES (cont'd)

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
4. POLICEMAN	Grade 4	35	(7)	5	(1)	35	(7)	82	(14)	5	(1)	5	(1)	27	(6)
	Grade 6	30	(6)	25	(5)	20	(4)	80	(8)	5	(1)	10	(2)	14	(3)
	Grade 8	30	(6)	10	(2)	5	(1)	76	(13)	6	(1)	5	(1)	5	(1)
	Boys	30	(9)	7	(2)	17	(5)	86	(18)	8	(2)	10	(3)	12	(4)
	Girls	33	(10)	20	(6)	23	(7)	74	(17)	3	(1)	3	(1)	19	(6)
	Low SES	37	(11)	13	(4)	27	(8)	68	(13)	3	(1)	-	-	12	(4)
	High SES	27	(8)	13	(4)	13	(4)	88	(22)	8	(2)	13	(4)	20	(6)
	Total	32	(19)	13	(8)	20	(12)	80	(35)	5	(3)	7	(4)	16	(10)

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[a] Multiple coded, percentages total over 100%. Categories 9 (Don't know), 10 (Response not applicable), and 0 (No response) omitted from table.

TABLE IX C

Who Is It Worst For You To Punish,[a]
By Nation, By Grade, By Sex, By SES

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
1. FATHER	Grade 4	35	(7)	15	(3)	50	(10)	18	(3)	24	(5)	14	(3)	23	(5)
	Grade 6	65	(13)	60	(12)	35	(7)	-	-	35	(7)	30	(6)	33	(7)
	Grade 8	60	(12)	40	(8)	50	(10)	18	(3)	35	(6)	35	(7)	25	(5)
	Boys	60	(18)	53	(16)	43	(13)	14	(3)	38	(10)	27	(8)	25	(8)
	Girls	47	(14)	23	(7)	47	(14)	13	(3)	25	(8)	26	(8)	29	(9)
	Low SES	53	(16)	40	(12)	57	(17)	16	(3)	17	(5)	19	(6)	24	(8)
	High SES	53	(16)	37	(11)	33	(10)	12	(3)	46	(13)	33	(10)	30	(9)
	Total	53	(32)	38	(23)	45	(27)	14	(6)	31	(18)	26	(16)	27	(17)
2. MOTHER	Grade 4	45	(9)	50	(10)	25	(5)	18	(3)	19	(4)	29	(6)	18	(4)
	Grade 6	60	(12)	25	(5)	25	(5)	10	(1)	60	(12)	35	(7)	38	(8)
	Grade 8	50	(10)	40	(8)	10	(2)	18	(3)	59	(10)	40	(8)	50	(10)
	Boys	57	(17)	23	(7)	20	(6)	19	(4)	54	(14)	30	(9)	38	(12)
	Girls	47	(14)	53	(16)	20	(6)	13	(3)	38	(12)	39	(12)	32	(10)
	Low SES	50	(15)	40	(12)	17	(5)	21	(4)	27	(8)	39	(12)	42	(14)
	High SES	53	(16)	37	(11)	23	(7)	12	(3)	64	(18)	30	(9)	27	(8)
	Total	52	(31)	38	(23)	20	(12)	16	(7)	45	(26)	34	(21)	35	(22)
3. TEACHER	Grade 4	10	(2)	15	(3)	5	(1)	12	(2)	5	(1)	10	(2)	9	(2)
	Grade 6	-	-	5	(1)	15	(3)	-	-	-	-	10	(2)	5	(1)
	Grade 8	10	(2)	10	(2)	15	(3)	24	(4)	-	-	10	(2)	5	(1)
	Boys	3	(1)	7	(2)	10	(3)	14	(3)	-	-	7	(2)	6	(2)
	Girls	10	(3)	13	(4)	13	(4)	13	(3)	3	(1)	13	(4)	6	(2)
	Low SES	-	-	7	(2)	17	(5)	16	(3)	-	-	13	(4)	3	(1)
	High SES	13	(4)	13	(4)	7	(2)	12	(3)	4	(1)	7	(2)	10	(3)
	Total	7	(4)	10	(6)	12	(7)	14	(6)	2	(1)	10	(6)	6	(4)

TABLE IX C

Who Is It Worst For You To Punish,[a] By Nation, By Grade, By Sex, By SES (cont'd)

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
4. POLICEMAN	Grade 4	45	(9)	20	(4)	35	(7)	35	(6)	48	(10)	52	(11)	50	(11)
	Grade 6	30	(6)	5	(1)	15	(3)	70	(7)	25	(5)	40	(8)	29	(6)
	Grade 8	20	(4)	5	(1)	10	(2)	12	(2)	6	(1)	30	(6)	20	(4)
	Boys	23	(7)	13	(4)	20	(6)	43	(9)	31	(8)	53	(16)	31	(10)
	Girls	40	(12)	7	(2)	20	(6)	26	(6)	25	(8)	29	(9)	36	(11)
	Low SES	37	(11)	10	(3)	13	(4)	21	(4)	37	(11)	45	(14)	27	(9)
	High SES	27	(8)	10	(3)	27	(8)	44	(11)	18	(5)	37	(11)	40	(12)
	Total	32	(19)	10	(6)	20	(12)	34	(15)	28	(16)	41	(25)	33	(21)

[a] Multiple coded, percentages exceed 100%. Categories 9 (Don't know), 10 (Response not applicable) and 0 (No response) omitted from table because so few responses.

TABLE IX D

Who Is It Worst For You To Punish (Last Choice),[a]
By Nation, By Grade, By Sex, By SES

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
1. FATHER	Grade 4	15	(3)	10	(2)	-	-	12	(2)	19	(4)	10	(2)	4	(1)
	Grade 6	20	(4)	-	-	15	(3)	60	(6)	5	(1)	-	-	10	(2)
	Grade 8	20	(4)	-	-	10	(2)	24	(4)	6	(1)	10	(2)	5	(1)
	Boys	17	(5)	3	(1)	7	(2)	29	(6)	12	(3)	3	(1)	6	(2)
	Girls	20	(6)	3	(1)	10	(3)	26	(6)	9	(3)	10	(3)	6	(2)
	Low SES	17	(5)	7	(2)	3	(1)	5	(1)	7	(2)	3	(1)	3	(1)
	High SES	20	(6)	-	-	13	(4)	44	(11)	14	(4)	10	(3)	10	(3)
	Total	18	(11)	3	(2)	8	(5)	27	(12)	10	(6)	7	(4)	6	(4)
2. MOTHER	Grade 4	40	(8)	10	(2)	5	(1)	59	(10)	19	(4)	38	(8)	14	(3)
	Grade 6	20	(4)	5	(1)	10	(2)	60	(6)	5	(1)	20	(4)	10	(2)
	Grade 8	25	(5)	10	(2)	30	(6)	24	(4)	-	-	15	(3)	-	-
	Boys	20	(6)	3	(1)	13	(4)	43	(9)	8	(2)	27	(8)	6	(2)
	Girls	37	(11)	13	(4)	17	(5)	48	(11)	9	(3)	23	(7)	10	(3)
	Low SES	33	(10)	7	(2)	7	(2)	37	(7)	7	(2)	26	(8)	12	(4)
	High SES	23	(7)	10	(3)	23	(7)	52	(13)	11	(3)	23	(7)	3	(1)
	Total	28	(17)	8	(5)	15	(9)	46	(20)	9	(5)	25	(15)	8	(5)
3. TEACHER	Grade 4	5	(1)	20	(4)	20	(4)	12	(2)	29	(6)	48	(10)	41	(9)
	Grade 6	10	(2)	5	(1)	10	(2)	10	(1)	20	(4)	40	(8)	33	(7)
	Grade 8	20	(4)	-	-	10	(2)	6	(1)	24	(4)	35	(7)	40	(8)
	Boys	3	(1)	13	(4)	20	(6)	14	(3)	23	(6)	43	(13)	38	(12)
	Girls	20	(6)	3	(1)	7	(2)	4	(1)	25	(8)	39	(12)	39	(12)
	Low SES	13	(4)	7	(2)	17	(5)	5	(1)	20	(6)	48	(15)	36	(12)
	High sES	10	(3)	10	(3)	10	(3)	12	(3)	29	(8)	33	(10)	40	(12)
	Total	12	(7)	8	(5)	13	(8)	9	(4)	24	(14)	41	(25)	38	(24)

TABLE IX D

Who Is It Worst For You To Punish (Last Choice),[a]
By Nation, By Grade, By Sex, By SES (cont'd)

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
4. POLICEMAN	Grade 4	55	(11)	55	(11)	25	(5)	6	(1)	14	(3)	5	(1)	18	(4)
	Grade 6	60	(12)	85	(17)	30	(6)	10	(1)	30	(6)	25	(5)	38	(8)
	Grade 8	60	(12)	80	(16)	20	(4)	24	(4)	29	(5)	40	(8)	45	(9)
	Boys	67	(20)	73	(22)	17	(5)	19	(4)	35	(9)	20	(6)	44	(14)
	Girls	50	(15)	73	(22)	30	(10)	9	(2)	16	(5)	26	(8)	23	(7)
	Low SES	50	(15)	73	(22)	30	(10)	21	(4)	13	(4)	23	(7)	33	(11)
	High SES	67	(20)	73	(22)	17	(5)	8	(2)	36	(10)	23	(7)	33	(10)
	Total	58	(35)	73	(44)	25	(15)	14	(6)	24	(14)	23	(14)	33	(21)

[a] Multiple coded, percentages total over 100%. Categories 9 (Don't know), 10 (Response not applicable), and 0 (No Response) omitted from table.

TABLE IX E

Why Is It Worst To Be Punished By Person Listed As First Choice
In IXA,[a] By Nation, By Grade, By Sex, By SES

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
1. IT IS PERSON WITH MOST POWER	Grade 4	5	(1)	25	(5)	20	(4)	-	-	29	(6)	5	(1)	9	(2)
	Grade 6	5	(1)	-	-	15	(3)	-	-	20	(4)	10	(2)	-	-
	Grade 8	15	(3)	-	-	10	(2)	-	-	24	(4)	20	(4)	5	(1)
	Boys	7	(2)	10	(3)	10	(3)	-	-	23	(6)	17	(5)	3	(1)
	Girls	10	(3)	7	(2)	20	(6)	-	-	25	(8)	6	(2)	6	(2)
	Low SES	7	(2)	10	(3)	13	(4)	-	-	40	(12)	6	(2)	3	(1)
	High SES	10	(3)	7	(2)	17	(5)	-	-	8	(2)	17	(5)	7	(2)
	Total	3	(5)	8	(5)	15	(9)	-	-	24	(14)	12	(7)	5	(3)
2. IT IS PERSON WHO GIVES MOST SEVERE PUNISHMENT	Grade 4	65	(13)	55	(11)	30	(6)	18	(3)	57	(12)	57	(12)	36	(8)
	Grade 6	55	(11)	45	(9)	20	(4)	10	(1)	40	(8)	60	(12)	90	(19)
	Grade 8	20	(4)	50	(10)	35	(7)	-	-	24	(4)	50	(10)	85	(17)
	Boys	43	(13)	53	(16)	30	(9)	14	(3)	46	(12)	50	(15)	94	(30)
	Girls	50	(15)	47	(14)	27	(8)	4	(1)	38	(12)	61	(19)	77	(24)
	Low SES	57	(17)	70	(21)	23	(7)	16	(3)	43	(13)	64	(20)	82	(27)
	High SES	37	(11)	30	(9)	33	(10)	4	(1)	39	(11)	47	(14)	90	(27)
	Total	47	(28)	50	(30)	28	(17)	9	(4)	41	(24)	56	(34)	86	(54)
7. IT IS PERSON WHO LOVES YOU, HELPS YOU	Grade 4	5	(1)	-	-	10	(2)	18	(3)	-	-	-	-	-	-
	Grade 6	5	(1)	5	(1)	5	(1)	40	(4)	-	-	5	(1)	-	-
	Grade 8	-	-	-	-	15	(3)	-	-	-	-	-	-	-	-
	Boys	7	(2)	3	(1)	10	(3)	10	(2)	-	-	3	(1)	-	-
	Girls	-	-	-	-	10	(3)	22	(5)	-	-	-	-	-	-
	Low SES	3	(1)	-	-	10	(3)	5	(1)	-	-	-	-	-	-
	High SES	3	(1)	3	(1)	10	(3)	24	(6)	-	-	3	(1)	-	-
	Total	3	(2)	2	(1)	10	(6)	16	(7)	-	-	2	(1)	-	-

TABLE IX E

Why Is It Worst To Be Punished By Person Listed As First Choice In IXA,[a] By Nation, By Grade, By Sex, By SES (cont'd)

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
8. IT GIVES BAD REPUTATION TO BE PUNISHED BY THIS PERSON	Grade 4	15	(3)	-	-	5	(1)	-	-	5	(1)	5	(1)	-	-
	Grade 6	25	(5)	15	(3)	5	(1)	-	-	-	-	-	-	-	-
	Grade 8	20	(4)	15	(3)	5	(1)	-	-	6	(1)	5	(1)	10	(2)
	Boys	27	(8)	10	(3)	3	(1)	-	-	4	(1)	-	-	-	-
	Girls	13	(4)	10	(3)	7	(2)	-	-	3	(1)	6	(2)	6	(2)
	Low SES	23	(7)	3	(1)	10	(3)	-	-	3	(1)	3	(1)	3	(1)
	High SES	17	(5)	17	(5)	-	-	-	-	4	(1)	3	(1)	3	(1)
	Total	20	(12)	10	(6)	5	(3)	-	-	3	(2)	3	(2)	3	(2)

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[a] Multiple coded, percentages total over 100%. Categories 3 (It is person you love most), 4 (It is person you should respect), 5 (It is a relative), 6 (It is not a relative), 9 (Don't know), 10 (Response not applicable), and 0 (No response) omitted from table.

TABLE IX G

Why Is It Worst To Punish Person Listed As Fist Choice
In IXC,[a] By Nation, By Grade, By Sex, By SES

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
1. IT IS PERSON WITH MOST POWER	Grade 4	-	-	-	-	10	(2)	-	-	19	(4)	19	(4)	04	(1)
	Grade 6	05	(1)	-	-	10	(2)	-	-	10	(2)	-	-	-	-
	Grade 8	05	(1)	05	(1)	05	(1)	-	-	-	-	05	(1)	05	(1)
	Boys	03	(1)	03	(1)	07	(2)	-	-	15	(4)	07	(2)	03	(1)
	Girls	03	(1)	-	-	10	(3)	-	-	06	(2)	10	(3)	03	(1)
	Low SES	-	-	-	-	07	(2)	-	-	17	(5)	03	(4)	-	-
	High SES	07	(2)	03	(1)	10	(3)	-	-	04	(1)	13	(4)	07	(2)
	Total	03	(2)	02	(1)	08	(5)	-	-	10	(6)	08	(5)	03	(2)
2. IT IS PERSON WHO GIVES MOST SEVERE PUNISHMENT	Grade 4	25	(5)	-	-	15	(3)	-	-	19	(4)	38	(8)	32	(7)
	Grade 6	10	(2)	-	-	10	(2)	-	-	15	(3)	10	(2)	38	(8)
	Grade 8	05	(1)	05	(1)	25	(5)	-	-	-	-	20	(4)	05	(1)
	Boys	07	(2)	03	(1)	23	(7)	-	-	12	(3)	33	(10)	28	(9)
	Girls	20	(6)	-	-	10	(3)	-	-	12	(4)	13	(4)	23	(7)
	Low SES	23	(7)	03	(1)	10	(3)	-	-	10	(3)	26	(8)	21	(7)
	High SES	03	(1)	-	-	23	(7)	-	-	14	(4)	20	(6)	30	(9)
	Total	13	(8)	02	(1)	17	(10)	-	-	12	(7)	23	(14)	25	(16)
3. IT IS PERSON YOU LOVE MOST	Grade 4	05	(1)	-	-	05	(1)	-	-	05	(1)	-	-	04	(1)
	Grade 6	30	(6)	-	-	05	(1)	-	-	20	(4)	10	(2)	05	(1)
	Grade 8	20	(4)	-	-	05	(1)	-	-	12	(2)	20	(4)	05	(1)
	Boys	23	(7)	-	-	07	(2)	-	-	12	(3)	13	(4)	06	(2)
	Girls	13	(4)	-	-	03	(1)	-	-	12	(4)	06	(2)	03	(1)
	Low SES	23	(7)	-	-	03	(1)	-	-	03	(1)	13	(4)	03	(1)
	High SES	13	(4)	-	-	07	(2)	-	-	21	(6)	07	(2)	07	(2)
	Total	18	(11)	-	-	05	(3)	-	-	12	(7)	10	(6)	05	(3)

TABLE IX G
Why Is It Worst To Punish Person Listed As First Choice
In IXC,[a] By Nation, By Grade, By Sex, By SES (cont'd)

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
4. IT IS PERSON YOU SHOULD RESPECT	Grade 4	10	(2)	70	(14)	-	-	24	(4)	05	(1)	-	-	09	(2)
	Grade 6	-	-	75	(15)	10	(2)	10	(1)	-	-	30	(6)	10	(2)
	Grade 8	15	(3)	50	(10)	20	(4)	18	(3)	-	-	10	(2)	15	(3)
	Boys	03	(1)	60	(18)	07	(2)	14	(3)	-	-	13	(4)	06	(2)
	Girls	13	(4)	70	(21)	13	(4)	22	(5)	03	(1)	13	(4)	16	(5)
	Low SES	03	(1)	63	(19)	10	(3)	37	(7)	03	(1)	16	(5)	09	(3)
	High SES	13	(4)	67	(20)	10	(3)	04	(1)	-	-	10	(3)	13	(4)
	Total	08	(5)	65	(39)	10	(6)	18	(8)	02	(1)	13	(8)	11	(7)
5. IT IS A RELATIVE	Grade 4	-	-	-	-	10	(2)	-	-	05	(1)	-	-	-	-
	Grade 6	-	-	-	-	-	-	-	-	25	(5)	-	-	05	(1)
	Grade 8	10	(2)	-	-	05	(1)	-	-	24	(4)	05	(1)	-	-
	Boys	03	(1)	-	-	-	-	-	-	19	(5)	-	-	-	-
	Girls	03	(1)	-	-	10	(3)	-	-	16	(5)	03	(1)	03	(1)
	Low SES	03	(1)	-	-	07	(2)	-	-	13	(4)	-	-	-	-
	High SES	03	(1)	-	-	03	(1)	-	-	21	(6)	03	(1)	03	(1)
	Total	03	(2)	-	-	05	(3)	-	-	17	(10)	02	(1)	02	(1)
7. IT IS PERSON WHO LOVES YOU, HELPS YOU	Grade 4	30	(6)	15	(3)	-	-	-	-	05	(1)	19	(4)	04	(1)
	Grade 6	50	(10)	10	(2)	10	(2)	-	-	-	-	15	(3)	14	(3)
	Grade 8	30	(6)	15	(3)	10	(2)	-	-	-	-	05	(1)	45	(9)
	Boys	37	(11)	17	(5)	07	(2)	-	-	04	(1)	07	(2)	34	(11)
	Girls	37	(11)	10	(3)	07	(2)	-	-	-	-	19	(6)	06	(2)
	Low SES	40	(12)	13	(4)	10	(3)	-	-	03	(1)	13	(4)	24	(8)
	High SES	33	(10)	13	(4)	03	(1)	-	-	-	-	13	(4)	17	(5)
	Total	37	(22)	13	(8)	07	(4)	-	-	02	(1)	13	(8)	21	(13)

TABLE IX G

Why Is It Worst To Punish Person Listed As First Choice In IXC,[a] By Nation, By Grade, By Sex, By SES (cont'd)

CATEGORIES:		GREECE		INDIA		ITALY		JAPAN		DENMARK		U.S. WHITES		U.S. BLACKS	
		%	N	%	N	%	N	%	N	%	N	%	N	%	N
8. IT GIVES A BAD REPUTATION TO PUNISH THIS PERSON	Grade 4	10	(2)	05	(1)	-	-	-	-	-	-	-	-	-	-
	Grade 6	-	-	15	(3)	05	(1)	-	-	-	-	-	-	-	-
	Grade 8	05	(1)	10	(2)	-	-	-	-	06	(1)	05	(1)	-	-
	Boys	07	(2)	07	(2)	-	-	-	-	04	(1)	03	(1)	-	-
	Girls	03	(1)	13	(4)	03	(1)	-	-	-	-	-	-	-	-
	Low SES	07	(2)	10	(3)	03	(1)	-	-	03	(1)	-	-	-	-
	High SES	03	(1)	10	(3)	-	-	-	-	-	-	03	(1)	-	-
	Total	05	(3)	10	(6)	02	(1)	-	-	02	(1)	02	(1)	-	-

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[a] Multiple coded, percentages exceed 100%. Categories 6 (It is not a relative), 9 (Don't know), 10 (Response not applicable), and 0 (No response) omitted from table because so few responses.

Cross-National Analysis of the Picture Aggression Ratings

by

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Introduction

The Picture Aggression Rating technique has been described in detail in the chapter pn methodology. The technique was developed initially by Leigh Minturn. Some preliminary research using the instrument was done with Illinois School children. (Minturn and Lewis, unpublished report). For the present research, the pictures were redrawn as necessary to represent racial and clothing differences for people of the various countries.

The instrument was presented to the children in the form of a series of slides. Each slide showed two people, one of whom is attacking the other either physically or verbally. The people in the pictures include boys, girls, mothers, fathers, teachers and policemen. The combinations were limited to one child and one adult or two children; that is, no pictures of two adults were included in the series. The combinations depicted are designed to depict variation by age, sex and status of the adults. By variation in these dimensions the PAR depicts just and unjust aggression. For each picture the children were asked to rate the degree of wrongness of the aggressor and the victim. Since the PAR was designed to measure normative, rather than idiocyncratic responses to aggression, a description of the action, i.e., "This is a teacher scolding a boy," is read to the class upon the presentation of each slide.

The Picture Aggression Rating is, then, a semi-projective technique, for which the individuals response is limited to a quantitative measure. The analysis of the responses was done along the dimensions of status, adult role, sex and individual pictures. The analysis shows that the PAR is sensitive both to pan-cultural similarities and national variations.

Effect of Status

Hypotheses

A. Aggressor Ratings

The first hypothesis for the status indices is that the rank order of the aggressors ratings, from most to least wrong will be 1. children attack adults, 2. children attack children, 3. adults attack children.

This hypothesis is based upon the assumption that children, of the fourth grade or older, will have internalized the belief that adult authority figures have the right to scold children, while children do not have the right to reprimand adults. We, therefore, expect that adults punishing children will be judged to be less wrong than children scolding adults.

This hypothesis (CAA > CAC > AAC) is supported for all countries. The rank order is as expected in all countries, and all differences are significant. (See Tables I and III).

B. Victims Ratings

The second hypothesis, is simply the converse of the first, and based upon the same assumption of norm internalization. This hypothesis presumes that the wrongness of the victim will be the opposite of the wrongness of the aggressors, i.e., 1. children being attacked by adults, 2. children being attacked by children, 3. adults being attacked by children.

The total rank order predicted by this hypothesis (AAC > CAC > CAA) is found in Greece, India, Japan, and the U.S. White sample, but received only partial support in other cultures. (See Tables I and II).

In Italy adult victims of children, are, as hypothesized, judged to be less wrong than child victims of children. No significant difference appears between the ratings of children being attacked by adults vs. children being attacked by other children. Contrary to prediction, children being attacked by adults are judged to be less wrong than are adults being attacked by children. While this difference is small it is significant. Thus the rank order for Italy is CAA > CAC = AAC.

In Denmark, as in Italy, children being attacked by adults are judged to be less wrong than are adults being attacked by children. For the other two pairs of ratings the results are as predicted. The rank order for Denmark is CAA > AAC > CAC.

In the US Black sample we find that there is no significant difference between the AAC and CAA ratings and that, contrary to prediction, adults being attacked by children are judged to be more wrong than children being attacked by adults. The resulting rank order is AAC = CAA > CAC.

The common element across the judgements of children from the Italian, Danish and the U.S. Black samples is that the CAA ratings are higher than the CAC ratings. Children from these cultures judge adult victims of child aggression to be more wrong than child victims of child aggression. The reasons for this phenomena are examined in the next section.

Comparison of Status Ratings Across Cultures

Examination of Figures 12 and 16 indicates that children in all samples judge aggressors to be more wrong than victims for the child-attacks-child indices, except for a minor cross-over in India. Conversely children, in all societies, judge victims to be more wrong than aggressors for the adult-attacks-child and child-attacks adult indices. The greatest differences in aggressor vs. victim wrongness judgements appears for the child-attacks-adult indices. The wrongness judgements of child-to-adult aggressors is so high for the Italian and Black children that the scale for these ratings had to be broken at the bottom to accommodate means greater than six on a seven point scale. (See Figs. 12 and 16, Child Attacks Adult).

The basis for the deviation of the Italian, Danish and Black samples, from the expected rank order appears to be their unusually high ratings of the wrongness of adult victims. (See Fig. 16, Child Attacks Adult). Children of these three samples rate adult victims higher in wrongness than do the children of any of the other societies. However, their judgements of victims wrongness in child-to-child aggression are not unusual. (See Fig. 16, Child Attacks Child). One may conclude, therefore, that it is the unusually high CAA victim ratings which leads these children to regard CAA victims to be more wrong than CAC victims.

It is of interest to note that these same three samples show the lowest ratings of wrongness for the AAC index. (See Fig. 16, Adult Attacks Child), a phenomena which also contributes to their deviency from expected rank ordering of the status indices. Children of these societies evidently regard children being attacked by adults to be unusually rightous, and adults being attacked by children to be unusually wrong. It would seem that Danish, Italian and American Black children have internalized guilt concerning aggression across the age-status dimension less completely than the children in other societies.

Some interview data indicates that the most frequent reason why adult victims of child aggression may be judged to be quite wrong is that they must have done something unusually wrong for such a situation to occur. Some children also maintain that it is intrinsically wrong for adults to allow themselves to be scolded by children.

The children of the United States and India appear to be polar opposites on their judgements of the wrongness of aggressors and victims. Both the white United States samples are higher than other countries on their ratings of the wrongness of aggressors and lowest on their ratings of the wrongness of victims, while the Indian children are relatively low on their ratings of the wrongness of aggressors and high on their ratings of the wrongness of victims. Japanese children are low in their ratings of both aggressors and victims, when rating pictures depicting children attacking adults. This may be a response set effect.

Sampling Variation

A. Age

Inspection of Figures 12 and 16 and Table III indicates that: For the adults-attacking-children and the children-attacking-adults indices, the cross-national dispersion is greatest in grade four for the aggressors' ratings and greatest in grade eight for the victims' ratings. Thus, as children grow older they reach greater international agreement on the wrongness of aggressors and less international agreement on the wrongness of victims, when the aggression is directed across status dimensions, either up or down. The dispersion on the aggressors' and victims' ratings for child-to-child aggression is approximately equal for all age groups.

In addition to these differences in variance, some pan-cultural age trends in the direction of the ratings are evident. For the child-attacks-adult index, children in most countries rate the aggressor as increasingly less wrong and the victim as increasingly more wrong, as they grow older. They also tend to rate aggressors as increasingly less wrong for the child-attacks-child indices, but the ratings of victim's wrongness remain essentially the same. The ratings of wrongness of both aggressors and victims are the most uniform across age for the adult-attacks-child index (except for Italian and Danish victims ratings). Thus the perception of the wrongness of adult aggression stabilizes at an earlier age than the perception of the wrongness of child aggression, whereas the perception of the wrongness of children as victims of aggression stabilizes earlier than the perception of the wrongness of adults as victims of aggression.

B. Sex

Table IV shows the means for boys and girls on the status indices. Table V shows that where sex differences in judgements of the status indices appear girls invariably judge child aggressors to be more wrong than do boys, while boys invariably judge child victims to be more wrong than do girls. Apparently girls tend to internalize guilt about aggression more complately than do boys, while boys rationalize aggression by emphasizing the wrongness of the victims.

C. SES

Table VI shows the means for low and high SES children on the status indices.

The only SES differences appearing with any consistent frequency are in the aggressor ratings for the adult attacks child index. Middle class children in Denmark, Greece, Italy and United States (White) judge adult aggressors to be more wrong than to lower class children. Aside from this general effect, SES differences do not appear; either in the other aggressor ratings or in the victim ratings.

Effect of Role

A. Aggressor Ratings

The statistical significance of the rank order hypotheses was not checked for the role indices. However, visual inspection of Figure 10 and Table VII reveals that without exception child aggressors are judged to be more wrong than adult aggressors, holding role of adult constant. That is, children scolding teachers are judged to be more wrong than teachers scolding children; children scolding policemen are judged to be more wrong than policemen scolding children and children scolding parents are judged to be more wrong than parents scolding children. Comparison of Figure 10 for children scold children with the other scolding indices, reveals that these ratings have a middle position between the child-to-adult indices and the adult-to-child indices for all societies and all three adult roles.

We can conclude, therefore, that the predicted rank order of CAA > CAC > AAC holds for all of the scolding indices, without exception. (Note the scale difference in Fig. 10 for the AAC, CAC and CAA indices.)

B. Victims Ratings

Since the adult-to-child and child-to-child indices contain pictures of hitting as well as scolding, whereas the child-to-adult indices do not, the indices are not entirely comparable, and the failure of the victims ratings to conform to the hypothesised rank order in some countries, might be due to this non-comparability. An examination of the role indices, which contain only scolding pictures, however, indicates that this is not the case. If one compares Figure 14 and Table VII the three adult-to-child scolding indices, i.e., parents-scold-children, teachers-scold-children and policemen-scold-children, with the index of children-scold-children, and the three child scolding adult indices, i.e., children-scold-parents, children-scold-teachers and children-scold-police, one finds the results do not differ from the ones just reported. The data for Greece, India and Japan and U.S. White show that the rank order of wrongness of the victims is as predicted: (1) adults being scolded by children for parents, teachers and policemen victims and (2) children being scolded by adults, for parent, teacher and policemen aggressors, with the children scolding children index always appearing in rank two.

In Italy and Denmark this complete rank order appears only in grade four. However, the children being scolded by the three types of adults are always judged to be most wrong in Italy and judged to be most wrong by the fourth and sixth grade Danish children.

Only the United States Black sample fails to show any consistency in the ranking of these indices. For these children the rise in the judgements of wrongness of adult victims is so sharp with increasing age, that eighth grade Black children judge adult victims of child aggression to be more wrong than child victims of adult aggression. (Note scale differences in Fig. 14 for the AAC, CAC and CAA indices.)

Comparison of Role Ratings Across Cultures

Turning to the relationship between aggressors and victims we find that all three adult aggressors, parents, policemen and teachers, are judged to be less wrong than their victims. (See Table VII and Figures 10 and 14: note scale difference between Figures 10 and 14 for these indices.) Children scolding children are also judged to be more wrong than are their victims, in some societies while aggressors and victims are judged to be about equally wrong by children in other societies. When the child-to-adult indices are considered we find that the child aggressors are judged to be more wrong than their adult victims irrespecting of the role of the adult. (Note scale differences between Figs. 10 and 14 for these indices.)

We can conclude, therefore, that aggressors in adult-to-child aggression are judged to be less wrong than their victims, while aggressors in child-to-adult aggression are judged to be more wrong than their victims, irrespective of whether the adult is a parent, teacher or policeman. Judgements of the relative justice of aggressors and victims in child-to-child aggression varies from country to country.

The Italian, Danish and Black children have the highest wrongness ratings for adult victims for parents, policemen and teachers (see Fig. 14), indicating that their judgements are not specific to a particular adult role. They are also consistently low in their ratings of the wrongness of child victims, irrespective of the role of the adult aggressor.

The low ratings of the Japanese children, particularly on judgements of the wrongness of child aggressors is evident across most of the role indices. However, the opposition of the Indian and US White samples, evident in the status indices, appears only intermittantly throughout the role ratings, and is best discussed in the national chapters for these societies.

Sampling Variation

A. Age

The role indices divide the status indices by parent, teacher and policeman, and reflect both the overall trends apparent in the status indices and differential perception of adult role models. In the adult-attacks-children indices, the convergence with age of judgements of the wrongness of aggressors and dispersion in judgements of the wrongness of victims is most evident in the ratings of parents-scolding-children and least evident in the ratings of policemen-scolding-children, with teachers-scolding-children in an intermediate position. The trend does appear in all three indices. (See Figures 10 and 14 and Table VII).

This convergence-divergence trend also appears for all of the children-scolding-adult indices. For these child-to-adult measures the trend is most prominent for the ratings of pictures in which teachers and policemen are the victims. The exception to this generalization is the Japanese sample, which is deviant from all others for these ratings, in that these children drop sharply in their ratings of the wrongness of children aggressing against adults in grade eight.

The mean wrongness ratings of aggressors and victims varies from one adult role to another within society, indicating that the children do perceive these three adult roles as distinct from each other. The details of these shifts varies from country to country and will not be discussed here.

The stability of judgements of wrongness of adult aggressors, relative to child aggressors, and the stability of judgements of wrongness of child victims relative to adult victims is not as evident in the role indices, as it was in the status indices, but can still be noted.

The increase in the perception of the wrongness of adult victims, occurs in all societies except India and Greece and is particularly marked for U.S. Blacks. The breakdown of the aggressors ratings shows that the decrease in wrongness judgements of child aggressors occurs primarily for the child-scolds-teacher and child-scolds-policeman ratings, and does not appear in the child-scolds-parent index.

Danish, Italian and U.S. Black children, the three groups which did not conform to the hypothesis concerning the rank order of status indices, show a marked decline in the wrongness judgements of child victims of adult aggression, particularly when the adult is a teacher or policeman. Other countries, however, show the stability of judgements for adult-to-child aggression, evident in the status indices.

B. Sex

Table VIII shows the means of the role indices for girls and boys. Table IX shows the direction of sex differences in the judgements of the role indices. The single exceptions to the finding that girls tend to judge child aggressors to be more wrong than do boys, appear in the child-hits-child ratings of the Indian sample and the parent-scolds-child indices of the U.S. White sample. Boys judge child victims to be more wrong than do girls, except in India, where girls judgements are consistently higher than those of boys. Again we find that the judgements of wrongness across the age-status dimension are relatively unaffected by the role of the adult in question.

C. SES

Table X shows the means of role indices for children of low and high SES. The observation that middle class children in some societies judge adult aggressors to be more wrong than do lower class children, appears to be primarily a function of the parent-hits-child indices and will be discussed in the next section.

Effect of Action

Hypotheses

A. Aggressor Ratings

The first hypothesis concerning action is that an aggressor using physical aggression will be judged to be more wrong than an aggressor using verbal aggression. Thus, we would expect that parents hitting children would be worse than parents scolding children and that children hitting children would be worse than children scolding children.

This hypothesis is confirmed for children of all countries and all grades, with the single exception that the Indian children judge parents to be about equally wrong whether they are hitting or scolding children. Children hitting other children are judged to be more wrong than children scolding children, without exception. (Compare Figure 10 for these indices and see Table VII).

B. Victims Ratings

The second action hypothesis is that children being hit, whether by parents or by children, would be judged to be more wrong than children being scolded by the comparable figure. This hypothesis was not confirmed. In general, children in all countries and at all ages judge the victims of physical and verbal aggression to be about equally wrong. This is true for both parental and child aggressors. Thus, children judge the victims of physical and verbal aggression to be equally wrong, while at the same time condemning the use of physical punishment more severely than the use of scolding. (Compare Figure 14 for these indices and see Table VII).

Comparison of Ratings Across Cultures

This finding, when applied to parents, has important implications for identification theory and the effectiveness of physical punishment as a disciplinary technique. There is ample evidence that physical punishment is a relatively ineffective form of punishment when applied to children, less effective than one would expect from the animal data. These data suggest that one reason for this ineffectiveness is that when parents use physical punishment they diminish, in children's eyes, the justice of their authority, because in the children's estimation, the magnitude of the infraction is not comparable to the magnitude of the response. If children judged both the aggressor and the victim to be more wrong, when physical punishment is used, the relative distance between the wrongness of the aggressor and the wrongness of the victim might be the same as it is in the scolding situation. However, since the "physical" aggressor is judged to be more wrong than the "verbal" aggressor, while their respective victims are equal in the wrongness of their infraction, the effect is that the person who resorts to violence simply impairs the justice of his authority, without, at the same time, increasing his victim's sense of guilt.

It is most interesting that this effect is strong enough to override variation in age, sex, SES and society. These data would suggest that children are virtually unanimous in their judgement that hitting is very wrong, and does not occur simply when the victim has committed a serious offense.

Sampling Variations

A. Age

Significant age changes occur in some societies for these ratings. However, they are not consistent in direction from society to society, and are best discussed in the national chapters. (See Figures 10 and 14 for hitting indices).

B. Sex

Table IX shows that no sex differences occur in the ratings of parents hitting children. Italian boys judge children being hit by parents to be more wrong than do Italian girls, but this is the only sex difference for the victims ratings of this index.

On the other hand, girls in Italy, Denmark, and the United States, judge children hitting other children more severely than do boys. The only country where boys consider children hitting other children to be more wrong than do girls is India. Only two significant sex differences appear for the victims ratings of this index. Victims of physical aggression by children are judged more severly by Indian girls and U.S. White boys.

The only pan-cultural generalization which can be drawn from these data is that sex differences do no appear for judgements of parental physical aggression, and that girls usually judge the child victims of such aggression to be more wrong than do boys.

C. S&S

Danish, Greek, Italian and U.S. White middle class children judge parents to be more wrong than do lower class children of these countries, when they are physically aggressive. In Denmark, Greece and Italy middle class children are also more severe in their judgements of the wrongness of children using physical aggression. The only significant S&S difference appearing in the victims ratings for the hitting indices is that lower class Danish children judge children being hit by parents to be more wrong than do middle class Danish children. (See Table X).

Effect of Sex

Hypotheses

A. Aggressor Ratings

The aggressor rating hypotheses for the sex indices are based on the assumption that aggression is more permissable for males than for females in most societies. On this premise we constructed two hypotheses, 1. aggression by females will be worse than aggression by males and 2. aggression to females will be worse than aggression to males. Thus the hypothesized rank order for the aggressor ratings is, 1. female-to-female, 2. female-to-male, 3. male-to-female and 4. male-to-male. (FAF > FAM > MAF > MAM).

Examination of the directions of the t tests presented in Table XI reveals the total rank order shown in Table XII. No society ranks all four indices as predicted by the above hypotheses. The first hypothesis is confirmed. Irrespective of the sex of the victims, the two indices with female aggressors always appear in ranks one and two, while the two indices with male aggressors always appear in ranks three and four, (except in India where the MAF and MAM indices have equal ranks). Thus we can conclude that aggression by females is judged to be more wrong than aggression by males.

The hypothesis that aggression to females is worse than aggression to males, is definitely not confirmed. Without exception, female-to-male aggression is judged to be the most wrong, and female-to-female aggression is ranked second. Aggression to males, therefore, is judged to be worse than aggression to females when the aggressor is a female.

The societies vary, however, in their ranking of the male aggressor indices. The hypothesis that male-to-female aggression will be judged to be worse than male-to-male aggression is not confirmed in Greece, India, Italy and among U.S. Whites, where male-to-female aggression is judged to be least wrong. In Japan the MAM and MAF indices have equal ranks. The only two samples confirming the prediction for the male aggressor indices are the Danish and U.S. Black samples.

The most usual rank order of the aggressors ratings is, 1. FAM, 2. FAF, 3. MAM and 4. MAF. Thus while aggression by females is considered to be worse than aggression by males, aggression to females is generally considered to be less serious than aggression to males. In interpreting these results, it should be remembered that most of the pictures depict verbal aggression, and that the children shown are pre-adolescent and of comparable size. The only picture involving cross-sex physical aggression by an adult male is the one showing the father hitting his daughter. The results, therefore, should not be generalized to conflict between adult men and women without further investigation.

B. Victims Ratings

Some hypotheses concerning the victims ratings of the sex indices are based upon the assumption that the victims of justified aggression will be presumed to be more wrong than the victims of unjustified aggression. This reasoning would predict that the wrongness ratings of victims would have the opposite rank order from that of the aggressor ratings, i.e., 1. male-to-male, 2. male-to-female, 3. female-to-male and 4. female-to-female. (MAM > MAF > FAM > FAF).

Alternatively one might argue that an individual who had elicited unjust aggression might be more guilty than one who was engaged in a just combat. On the assumption that aggression across sex lines is usually less justified than aggression within sex, this hypothesis leads us to predict that the victims of within sex aggression will be judged to be less wrong than the victims of cross sex aggression. (MAF > MAM and FAM > FAF).

The t tests for differences between the victims ratings are shown in Table XI. Examination of the direction of these differences reveals the total rank order presented in Table XII. Clearly no pan cultural similarity of ranking appears in these data. The only society where all four indices are ranked according to prediction is Japan. One could infer from the Japanese data that victims of justified aggression are presumed to be more wrong than the victims of unjust aggression.

Turning to the assumption that cross sex aggression is less justified than within sex aggression we find that the hypothesis that MAF victims will be worse than MAM victims is confirmed for the Greek, Indian, Japanese, and U.S. White samples, but disconfirmed for the Italian, Danish and U.S. Black samples. The hypothesis that victims of FAM aggression wil be more wrong than victims of FAF aggression is confirmed for the Italian, Japanese, Danish and U.S. Black samples, but disconfirmed for the Greek, Indian and U.S. White samples.

Although each hypothesis is confirmed in four out of seven societies, closer inspection of the data reveals that in fact the wrongness judgements of the children are evidently influenced by the specific sex of the victim, rather than whether the aggression is within sex or across sex. Children in the Greek, Indian, and U.S. White samples always judge female victims to be more wrong than male victims, if the sex of the aggressor is held constant. (MAF > MAM and FAF > FAM) while children in the Italian, Danish and U.S. Black samples, judge male victims to be more wrong than female victims, again holding the sex of the aggressor constant. (MAM > MAF and FAM > FAF).

These overall ratings actually mask substantial differences between the ratings of boys and girls on the sex indices. We shall, therefore, postpone discussion of these ratings until the section dealing with sampling variation.

Comparison of Ratings Across Cultures

Figures 11 and 15 show that in general aggressors and victims are judged to be about equal in wrongness for the sex indices, although there is some tendency to judge male victims to be less wrong than female aggressors in the female-attacks-male index.

The dispersion across societies in judgements of victims' wrongness is smaller than the dispersion in judgements of aggressors' wrongness for all four sex indices. Apparently there is greater international agreement concerning the range of victims' wrongness than there is on the range of aggressors' wrongness.

It is notable that the differences in wrongness judgements do not vary widely across the four indices. All judgements of the wrongness of aggressors fall between three and five, while judgements of the victims' wrongness fall between 3 and 4.

In the cross-country ranking of the aggressors ratings, the two U.S. samples are consistently high. The U.S. Black children are particularly severe in their judgements of the wrongness of aggressors. Japanese children are always lowest in their judgements of the wrongness of aggressors for these indices.

In the ranking of victims ratings, we find that the Indian children are always highest, and the U.S. Black children are always lowest in their judgements of victims wrongness for these indices.

Sampling Variations

A. Age

Table XIII shows the means for the sex indices for children of fourth, sixth and eighth grades. In the Indian and U.S. Black samples fourth grade children judge all four aggressors to be more wrong than do older children. U.S. White children judge MAM, FAM and FAF aggression to be more wrong in the fourth grade, than do older children; while this same effect appears in the Italian sample for the MAM and FAF indices. These are the only significant linear age differences for the aggressor ratings of the sex indices. In all cases fourth grade children make more severe judgements about the wrongness of aggressors than do the children of the sixth or eighth grades.

Curvilinear grade effects appear in the Japanese data for the MAF, FAM and FAF indices. These are covered in the Japanese chapter.

Age effects are rare in the victims ratings and are not particularly consistent across cultures. Males being attacked by females are judged to be most wrong by eighth grade children in Greece and Italy and sixth grade U.S. Black children. The U.S. Black children show significant age effects for all victims ratings of the sex indices. Males attacking males and females attacking females are judged most severly by eighth graders, while males attacking females are judged more severely by both sixth and eighth graders than by fourth graders.

Curvilinear grade effects appear in the U.S. White sample for the MAM and MAF indices; sixth graders make the most severe judgements of victims for these indices.

One may conclude, therefore, that where age differences appear for these sex indices, younger children make the more severe judgements of aggressor wrongness, while older children make the more severe judgements of victim wrongness.

B. Sex

The total means for boys and girls on the four sex indices appear in Table XIV. The rank order of these means appears in Table XII. These rank orders indicate that boys and girls show substantial differences in their judgements about the relative wrongness of the four sex indices.

We will first consider the judgements of boys, which show considerably more pan-cultural agreement than do the judgements of girls. Without exception boys judge female-to-male aggression to be the most wrong. Female-to-female aggression is judged to be second in wrongness, although Indian boys judge it to be equal to male-to-male aggression in wrongness. Thus the first hypothesis that aggression by females will be considered more wrong than aggression by males, is strongly confirmed for virtually all countries.

The hypothesis that male-to-female aggression will be judged to be more wrong than male-to-male aggression is, however, definitely disconfirmed. Danish boys judge male-to-male aggression to be least wrong, with male-to-female aggression in third place. They are therefore, the only male group conforming to the original hypothesis. In other countries boys judge male-to-female aggression as being the least wrong, with male-to-male aggression holding third place, except in the Indian sample where it is tied for second place.

Obviously the original hypothesis has a feminine bias, which male judgements around the world strongly disconfirms.

The judgements of girls in the aggressor ratings of the sex indices show somewhat more variability than do boys' judgements. The greatest area of pan-cultural agreement among girls is that female-to-female aggression is definitely wrong. The FAF index is ranked either first or second by girls of all samples.

Girls also tend to agree with boys that aggression by females, irrespective of the sex of the victim is generally wrong. Girls in India, Italy and Japan, judge the FAM index to be most wrong, thus agreeing with the boys judgements. Greek girls judge aggression by females to be more wrong than aggression by males, but make no distinction between the wrongness of aggression to males or females.

United States White girls rank female-to-male aggression second, with female-to-female aggression ranked as most wrong. The United States Black and the Danish girls rank female-to-male aggression as least aggressive, thus differing from all other samples in their defense of aggression by their sex to males. It can be said, therefore, that girls and boys do agree that aggression by females is worse than aggression by males, except for Danish and U.S. Black girls who differ sharply from this evaluation. They do not necessarily agree, however, that female-to-male aggression is worse than female-to-female aggression.

Girls do not necessary agree with boys that aggression of males-to-males is worse than aggression of males-to-females. In Japan, Denmark and the United States girls rank male-to-female aggression higher in wrongness than male-to-male aggression. Greek girls make no distinction between the wrongness of these two indices. Only the Indian and Italian girls agree with the male evaluation that male-to-male aggression is more wrong than male-to-female aggression. It would seem that, girls and boys agree that females sould not be aggressive but that each sex identifies with its own sex when differentiating with respect to victims of aggression.

The victim ratings of the sex indices do not show the same degree of pan-cultural agreement as the aggressors ratings, even when the data is divided by sex. The means of the victims ratings for boys and girls appear in Table XIV and the rank order of these means in Table XII.

These rank orders show large sex differences in judgements, particularly in judgements of the wrongness of victims of cross-sex aggression. Boys most frequently rank the female victims of male aggression as most wrong, (Greece, India, Japan, and U.S. Whites) and rank the male victims of female aggression as least wrong (Greece, India, Japan, U.S. Black and White samples). Girls tend to reverse these judgements. They most frequently rank the male victims of female aggression as most wrong (Greece, Italy, Denmark, U.S. Blacks) and the female victims of male aggression as the least wrong (Italy, Japan, Denmark, U.S. Whites and Black samples). Clearly each sex tends to side with the rightousness of its own sex when evaluating the guilt of the victims of aggression by members of the opposite sex.

The rank ordering of the within sex aggression indices tends to be approximately the same for both sexes. This is, however, largely a statistical artifact. Since the judgements of the cross-sex indices tend to fall in ranks one and four, the judgements of the within sex indices must fall in ranks two and three. A better evaluation of sex differences on these indices appears in Table XV.

The direction of the sex differences listed in Table XV shows that girls in all countries except India and Greece judge male attackers to be more wrong than female attackers. (Girls judgements of male aggressors are also more severe in Greece but the differences are not significant. See Table XIV). On the other hand, in Italy, Denmark and the United States, boys judge female-to-male aggression to be more wrong than do girls. Danish and U.S. White girls judge females-attacking-females to be more wrong than do boys.

The victim ratings do not show the sex differences in judgements of the victims of cross-sex aggression as clearly as the rank order differences. Boys judge female victims of male aggression to be significantly more wrong than do girls in Japan, and the United States. The means listed in Table XIV indicate that non-significant differences in the same direction exists between boys and girls in Greece, Italy, and Denmark.

Conversely, Table XV, girls judge males being attacked by females to be significantly more wrong than do boys in Greece, India and the U.S. Black sample. Table XIV shows that non-significant differences in this direction appear in Japan, Denmark and the U.S. White samples.

Japanese boys judge the victims of male-to-male aggression to be significantly more wrong than do girls while non-significant differences in the same direction appear in Greece, Italy, and the U.S. White samples. The single significant reversal of this trend is seen in India, where girls make more severe judgements on this index than do boys. (See Table XIV and XV).

Finally, boys judge the victims of female-to-female aggression to be significantly more wrong than do girls in Japan and the U.S. White sample. Non-significant trends in this direction appear in Greece, Italy, Denmark and the U.S. Black sample.

C. SES

Table XVI shows the means on the sex indices for children of low and high SES. The only significant SES differences on the aggressor ratings appear in Greece and Italy. High SES children in these countries judge aggressors in both within sex indices (MAM and FAM) to be more wrong than do lower class children. In Italy the high SES children also judge males attacking females to be significantly more wrong than do low SES children.

Inspection of the means in Table XVI shows that middle class children are more severe in their judgements of FAF aggression in all except the Japanese and U.S. Black samples. Middle class children are also more severe in their judgements of FAM aggression in all save the Japanese samples. There is some pan-cultural tendency for middle class children to be more severe in their condemnation of aggression by females. The SES differences for judgements of male aggressors are not consistent in direction.

No significant SES differences appear in any society for any of the victim ratings. The means of the victim ratings in Table XVI show that the direction of the differences between the means of low vs. high SES children is not consistent.

Effect of Status, Role and Sex

A. Age

The status and role indices showed that the judgements of aggressors wrongness tend to converge with age, while the judgements of the wrongness of victims diverge. These dual effects were particularly prominent for the indices representing parents scolding children and children scolding teachers and policemen. The ratings of individual pictures confirm these results for all pictures of these indices. The Japanese sample remains the exception to the convergence-divergence effect for the indices depicting children scolding adults.

There is a general tendency for the wrongness ratings to decrease as children grow older, for the parent-scolding-children and children-scolding-children indices. The increase, with age, in judgements of the wrongness of adult victims holds fairly consistently when the adult victims are parents, but is less consistent for teachers and policemen.

B. Sex

The finding of the sex-role indices that girls judge child aggressors to be more wrong than boys (Table IX) varies by the sex of the aggressor, when the individual pictures are considered. Girls consistently judge boy aggressors to be worse than girl aggressors, however, when the aggressors are girls the sex differences are often reversed. In all countries boys judge girls hitting or scolding boys more severely than do girls. Similarly, boys are more likely to judge child victims to be more wrong than girls, when these victims are girls, but not necessarily when they are boys. Thus, the sex differences on the individual pictures reflect both the results of status and sex.

C. SES

The social class differences for indices are frequently minor and inconsistent from country to country. They are, therefore, not discussed for the individual pictures.

Summary

The hypothesis that the rank order of aggressors ratings, from most to least wrong will be, 1. children attack adults, 2. children attack children and 3. adults attack children is supported for all countries. The converse hypothesis that the rank order of the wrongness of victims ratings from most to least wrong will be, 1. children being attacked by adults, 2. children being attacked by children and 3. adults being attacked by children receives complete support in Greece, India, Japan and the U.S. White sample. In Denmark and the U.S. Black samples children being attacked by adults are judged to be significantly more wrong than adults being attacked by children; only in Italy is this prediction reversed.

Examination of the national means indicate that the Italian, Danish and Black samples rate adult victims of child aggression to be unusually wrong, apparently because they regard it as wrong for an adult to place himself in such a vunerable position.

The statistical significance of the status hypotheses was not checked for the role indices. Visual inspection of Figure 10 shows that child aggressors are always judged to be more wrong than adult aggressors, irrespective of the role of the adult. The role indices which include only those pictures depicting scolding, show the same general results as victims ratings for the combined status indices. These data also show that aggressors in adult-to-child aggression are judged to be less wrong than their victims, while aggressors in child-to-adult aggression are judged to be more wrong than their victims, irrespective of the role of the adult.

A comparison of the pictures of parents hitting vs. scolding children reveals one of the most interesting findings of the entire study. We had hypothesized that parents hitting children would be judged to be more wrong than parents scolding children, and that the child victims of physical punishment would be judged to be more guilty than children merely being scolded. The first hypothesis was confirmed, but the second was not. Children tend to judge the child victims of parental aggression to be about equally wrong whether they are being hit or scolded, but they regard physical punishment as definitely less just than verbal repremands. This effect is one of the strongest in the data, overriding age, sex, SES and society. This discovery throws considerable light on the reason for the relative ineffectiveness of physical punishment in disciplining children.

The hypothesis for the rank order of the aggressor ratings of the sex indices was that they would be, from most to least wrong, 1. females attacking females, 2. females attacking males, 3. males attacking females and 4. males attacking males. In fact no society ranks all four indices as predicted. The two indices depicting female aggressors are always judged to be more wrong than the indices with male aggressors, (except in India where the MAF and MAM indices have equal ranks). However, without exception, female-to-male aggression is judged to be more wrong than female-to-female aggression. Societies vary in their rankings of the two male aggressor indices, but the most usual ranking places male-to-male aggression third and male-to-female aggression as least wrong.

The hypothesis that the wrongness of the victims ratings for the sex indices will be the converse of the ranking for the aggressors ratings was not confirmed. No consistent pan-cultural ranking of the victims ratings for these indices appears. Closer inspection of the data reveals that boys and girls rank these indices differently, thus masking the true effects when combined data are used.

A. Age

As children grow older they tend to reach greater pan-cultural agreement on the wrongness of aggressors but diverge in their judgements concerning the victims of aggression across status. These convergence, divergence effects apply both to child-to-adult and adult-to-child aggression. For adult-to-child aggression the effect is more evident in the pictures involving parents as aggressors, while in child-to-adult aggression the effect is strongest for pictures involving teachers or policemen as victims.

In general wrongness ratings for both aggressors and victims are most stable across age for the adult-to-child indices, indicating that children form stable judgements concerning adult aggression before they learn to form stable judgements about child aggression.

Fewer age trends appear in the ratings of sex indices than in the ratings of status indices. Fourth grade children, in all societies make more severe judgements concerning the wrongness of aggressors than do children of the sixth and eighth grades. For the victims ratings of the sex indices, age effects are rare and inconsistent across societies.

B. Sex

Girls tend to judge child aggressors more severely than do boys, particularly when the aggressors are boys. Boys, on the other hand, judge child victims to be more wrong than do girls, again, particularly when the victims are girls. These effects are relatively unaffected by the role of the adult.

For the sex indices the aggressors judgements of boys show considerably more pan-cultural agreement than do the comparable judgements of girls. Without exception boys judge female-to-male aggression to be most wrong, with female-to-female aggression in second place. Male-to-male aggression is ranked third by boys, and male-to-female aggression is judged to be the least wrong, except for the Danish boys who reverse the order of these two indices.

The greatest pan-cultural agreement among girls concerns the wrongness of female-to-female aggression, which is ranked either first or second by girls of all samples. Girls generally agree with boys that aggression by females is worse than aggression by males, (except for Danish and U.S. Black girls) but they do not necessarily agree that aggression by males directed to females is less wrong than male-to-male aggression. Rankings of these indices varies from country to country. Girls and boys tend to give opposite responses to ratings of the wrongness of victims for the sex indices. Boys rank female victims of male aggression as most wrong while girls rank them as least wrong, conversely boys rank male victims of female aggression as least wrong, while girls rank them as most wrong. Clearly each sex sides with itself when evaluating the wrongness of the victims of cross-sex aggression.

C. SES

The only social class differences, consistent across countries, are that middle class children judge adult aggressors to be more wrong than do lower class children in the three European samples and the U.S. White sample. This effect appears to be primarily a function of the pictures depicting parents hitting children. Physical aggression by parents is more strongly condemned by middle class than by lower class children of European ancestry.

Middle class children are also more condemning of female-to-female aggression, except for the Japanese and U.S. Black samples.

There is some tendency for middle class children to be generally more severe in their judgements of aggression by females, but no consistent pan-cultural trends appear in the judgements of masculine aggression.

Table I

Significance of Hypothesized Mean Differences Between Status Indices for Total National Samples

Aggressor Ratings

		AAC < CAA		AAC < CAC		CAA > CAC	
	df	d	t	d	t	d	t
Greece	627	-3.11	34.53	-1.88	29.32	1.24	21.11
India	699	-2.51	35.73	-1.48	29.14	1.03	21.96
Italy	695	-3.98	69.28	-2.61	53.36	1.36	32.76
Japan	630	-1.80	27.35	-1.42	38.56	.38	7.90
Denmark	809	-2.39	33.80	-1.08	23.29	1.31	26.75
U.S. White	810	-2.87	41.26	-1.84	34.32	1.02	23.74
U.S. Black	653	-2.81	35.64	-1.73	25.48	1.08	22.05

Victim Ratings

		AAC > CAA		AAC > CAC		CAA < CAC	
	df	d	t	d	t	d	t
Greece	627	2.43	27.80	1.52	25.32	- .90	15.25
India	699	1.87	25.61	.99	20.56	- .88	17.29
Italy	695	- .71	6.45	- .08	1.17^{ns}	.79	12.62
Japan	630	1.09	20.73	.89	25.82	- .21	5.10
Denmark	809	- .79	9.33	.30	5.63	1.09	19.38
U.S. White	810	.83	10.42	1.14	21.87	.31	5.77
U.S. Black	653	.03	$.34^{ns}$	.87	13.40	.83	12.70

$p < .01$ for all t values except two entries marked n.s.
AAC = adults attack children
CAA = children attack adults
CAC = children attack children

Table II

Rank Order of Status Indices

Aggressor Ratings

	Total			Girls			Boys		
	AAC	CAC	CAA	AAC	CAC	CAA	AAC	CAC	CAA
Greece	3	2	1	3	2	1	3	2	1
India	3	2	1	3	2	1	3	2	1
Italy	3	2	1	3	2	1	3	2	1
Japan	3	2	1	3	2	1	3	2	1
Denmark	3	2	1	3	2	1	3	2	1
U.S. White	3	2	1	3	2	1	3	2	1
U.S. Black	3	2	1	3	2	1	3	2	1

Victim Ratings

	Total			Girls			Boys		
	AAC	CAC	CAA	AAC	CAC	CAA	AAC	CAC	CAA
Greece	1	2	3	1	2	3	1	2	3
India	1	2	3	1	2	3	1	2.5	2.5
Italy	2.5	2.5	1	3	2	1	2	3	1
Japan	1	2	3	1	2	3	1	2	3
Denmark	2	3	1	2	3	1	2	3	1
U.S. White	1	2	3	1	2	3	1	3	2
U.S. Black	1.5	3	1.5	1	2	3	1.5	3	1.5

Table III

National Means of Status Indices for Fourth, Sixth and Eighth Grade Children

Aggressor Ratings

	Adult Attacks Child			Child Attacks Adult			Child Attacks Child		
Grade	4	6	8	4	6	8	4	6	8
Greece	2.49	2.27	2.43	5.45	5.61	5.44	4.29	4.33	4.19
India	3.10	2.35	2.27	5.09	5.10	5.23	4.22	4.00	3.99
Italy	2.10	2.04	2.39	6.32	6.17	5.93	5.07	4.79	4.48
Japan	2.11	2.50	2.59	4.50	4.47	3.59	3.95	3.98	3.52
Denmark	2.93	3.08	3.09	5.44	5.41	5.38	4.39	4.01	3.91
U.S. White	2.78	2.78	2.76	5.73	5.88	5.49	4.93	4.81	4.27
U.S. Black	3.46	3.05	2.64	5.99	6.14	5.59	5.25	4.83	4.35

Victim Ratings

	Adult Attacks Child			Child Attacks Adult			Child Attacks Child		
Grade	4	6	8	4	6	8	4	6	8
Greece	4.75	4.98	4.73	2.32	2.32	2.58	3.12	3.32	3.46
India	4.79	5.02	4.80	3.13	2.88	2.92	3.92	3.99	3.71
Italy	4.11	3.78	2.74	3.21	4.43	5.47	3.17	3.52	3.86
Japan	4.36	4.34	4.00	2.76	3.17	3.53	3.13	3.43	3.50
Denmark	4.30	3.75	3.34	3.93	4.91	5.02	3.38	3.61	3.56
U.S. White	4.36	4.41	3.95	2.89	3.54	3.69	2.88	3.20	3.13
U.S. Black	3.90	4.05	3.74	3.17	3.93	4.45	2.70	3.23	3.16

Table IV

National Means of Status Indices for Girls and Boys

Aggressor Ratings

	Adult Attacks Child		Child Attacks Adult		Child Attacks Child	
Sex	Girls	Boys	Girls	Boys	Girls	Boys
Greece	2.46	2.33	5.41	5.59	4.22	4.32
India	2.61	2.54	5.05	5.23	3.95	4.19
Italy	2.17	2.19	6.33	5.95	4.97	4.58
Japan	2.40	2.40	4.28	4.09	3.89	3.74
Denmark	3.05	3.02	5.60	5.22	4.28	3.92
U.S. White	2.68	2.87	6.03	5.37	4.96	4.38
U.S. Black	3.04	3.06	5.99	5.82	4.95	4.67

Victim Ratings

	Adult Attacks Child		Child Attacks Adult		Child Attacks Child	
Sex	Girls	Boys	Girls	Boys	Girls	Boys
Greece	4.68	4.96	2.49	2.33	3.32	3.29
India	4.86	4.89	3.24	2.71	3.98	3.77
Italy	3.26	3.82	4.47	4.27	3.50	3.54
Japan	4.09	4.38	3.03	3.27	3.22	3.49
Denmark	3.78	3.81	4.53	4.71	3.46	3.57
U.S. White	4.19	4.29	3.31	3.44	2.92	3.22
U.S. Black	3.90	3.89	3.85	3.85	3.04	3.03

Table V

Significant Sex Differences in Ratings of the Status Indices

	Greece	India	Italy	Japan	Denmark	U.S. White	U.S. Black
Aggressor Ratings							
AAC	-	-	-	-	-	B	-
CAA	-	-	G	-	G	G	-
CAC	-	-	G	-	G	G	G
Victim Ratings							
AAC	B	-	B	B	-	-	-
CAA	-	G	-	-	-	-	-
CAC	-	-	-	B	-	B	-

G = mean for girls significantly higher than mean for boys.
B = mean for boys significantly higher than mean for girls.

Table VI

National Means of Status Indices for Low and High SES Children

Aggressor Ratings

	Adult Attacks Child		Child Attacks Adult		Child Attacks Child	
SES	Low	High	Low	High	Low	High
Greece	2.21	2.58	5.46	5.53	4.03	4.51
India	2.74	2.41	4.83	5.44	3.99	4.15
Italy	2.06	2.29	6.06	6.22	4.67	4.89
Japan	2.43	2.37	4.35	4.02	3.92	3.71
Denmark	2.95	3.12	5.46	5.36	4.01	4.20
U.S. White	2.58	2.97	5.80	5.60	4.67	4.67
U.S. Black	3.15	2.95	5.88	5.93	4.77	4.85

Victim Ratings

	Adult Attacks Child		Child Attacks Adult		Child Attacks Child	
SES	Low	High	Low	High	Low	High
Greece	4.87	4.77	2.25	2.56	3.28	3.33
India	4.81	4.93	3.14	2.81	3.89	3.86
Italy	3.59	3.50	4.26	4.48	3.44	3.60
Japan	4.21	4.26	3.03	3.27	3.28	3.42
Denmark	3.90	3.69	4.54	4.70	3.55	3.48
U.S. White	4.28	4.20	3.32	3.43	3.03	3.11
U.S. Black	3.79	4.01	3.88	3.82	2.97	3.09

Table VII

National Means of Set Indices for Fourth, Sixth and Eighth Grade Children

Aggressor Ratings

	Parent Hits Child			Child Hits Child			Parent Scolds Child			Child Scolds Child			Child Scolds Parent		
Grade	4	6	8	4	6	8	4	6	8	4	6	8	4	6	8
Greece	2.81	2.80	3.03	4.56	4.69	4.66	2.31	1.94	1.91	4.01	3.94	3.70	5.50	5.80	5.72
India	3.12	2.37	2.51	4.37	4.23	4.26	3.12	2.29	2.00	4.05	3.76	3.70	5.15	5.24	5.25
Italy	2.81	3.25	3.93	5.50	5.31	5.23	1.60	1.23	1.44	4.62	4.24	3.69	6.41	6.50	6.25
Japan	3.29	4.19	4.24	4.77	5.03	4.47	1.66	1.75	1.87	3.10	2.91	2.56	4.27	4.41	3.58
Denmark	4.10	4.61	4.67	4.62	4.33	4.42	2.41	2.20	2.13	4.13	3.67	3.39	5.38	5.53	5.46
US White	4.31	4.35	4.43	5.24	5.22	4.83	1.97	1.72	1.71	4.62	4.38	3.68	5.81	5.99	5.63
US Black	4.77	4.74	3.69	5.38	5.06	4.61	2.66	1.95	1.78	5.11	4.58	4.07	6.03	6.38	6.01

Victim Ratings

	Parent Hits Child			Child Hits Child			Parent Scolds Child			Child Scolds Child			Child Scolds Parent		
Grade	4	6	8	4	6	8	4	6	8	4	6	8	4	6	8
Greece	4.56	4.82	4.60	3.02	3.02	3.27	4.78	5.08	4.88	3.21	3.61	3.63	2.27	2.09	2.34
India	4.74	5.04	4.81	3.82	3.95	3.65	4.73	5.06	4.80	4.01	4.01	3.75	3.06	2.77	2.92
Italy	4.07	3.76	2.90	3.05	3.45	4.20	4.18	3.81	2.61	3.27	3.58	3.50	3.05	4.36	5.62
Japan	4.12	4.11	3.93	2.72	3.15	3.39	4.36	4.33	3.90	3.53	3.68	3.57	2.79	3.17	3.49
Denmark	3.93	3.55	3.31	3.31	3.61	3.63	4.34	3.87	3.27	3.42	3.59	3.46	3.84	4.88	5.10
US White	3.86	4.06	3.66	2.69	3.07	3.02	4.57	4.58	4.11	3.07	3.32	3.23	2.82	3.50	3.72
US Balck	3.35	3.56	3.56	2.68	3.18	3.13	4.26	4.32	3.98	2.71	3.27	3.18	3.11	3.80	4.54

Table VII

Cross National
Means of Set Indices

Aggressor Ratings

	Teacher Scolds Child			Child Scolds Teacher			Policeman Scolds Child			Child Scolds Policeman		
Grade	4	6	8	4	6	8	4	6	8	4	6	8
Greece	2.25	1.95	2.23	5.54	5.50	5.24	2.42	2.18	2.44	5.29	5.36	5.08
India	2.88	2.17	2.03	5.15	5.06	5.51	3.19	2.56	2.57	4.91	4.84	4.92
Italy	1.88	1.56	1.85	6.22	5.93	5.67	1.87	1.74	1.70	6.26	5.76	5.55
Japan	1.44	1.65	1.70	4.64	4.54	3.59	1.30	1.42	1.58	4.80	4.53	3.64
Denmark	2.65	2.91	2.74	5.26	4.99	5.06	1.89	1.94	2.14	5.72	5.63	5.53
U.S. White	2.24	2.61	2.23	5.37	5.58	5.23	1.83	1.94	2.03	5.95	5.97	5.46
U.S. Black	3.11	2.69	2.48	5.87	5.63	5.11	2.75	2.24	2.38	6.00	6.17	5.26

Victim Ratings

	Teacher Scolds Child			Child Scolds Teacher			Policeman Scolds Child			Child Scolds Policeman		
Grade	4	6	8	4	6	8	4	6	8	4	6	8
Greece	4.89	5.17	4.84	2.29	2.58	2.77	4.85	4.91	4.54	2.49	2.55	2.88
India	5.05	5.16	4.97	3.10	2.86	2.75	4.74	4.77	4.55	3.29	3.14	3.10
Italy	4.04	3.84	2.76	3.36	4.57	5.47	4.09	3.55	2.61	3.42	4.43	5.17
Japan	4.38	4.41	4.06	2.79	3.27	3.71	4.79	4.72	4.24	2.67	3.05	3.44
Denmark	4.34	3.60	3.34	4.14	5.03	5.08	4.87	4.02	3.48	3.92	4.86	4.83
U.S. White	4.45	4.35	3.94	3.26	3.73	3.78	4.83	4.79	4.20	2.69	3.46	3.55
U.S. Black	3.88	4.04	3.56	3.31	4.17	4.46	4.29	4.45	3.76	3.16	3.97	4.27

Table VIII

National Means of Role Indices for Girls and Boys

Aggressor Ratings

	Parent Hits Child		Child Hits Child		Parent Scolds Child		Child Scolds Child		Child Scolds Parent		Teacher Scolds Child		Child Scolds Teacher		Policeman Scolds Child		Child Scolds Policeman	
Sex	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Greece	2.88	2.88	4.57	4.71	2.16	1.95	3.86	3.91	5.57	5.77	2.20	2.08	5.30	5.54	2.45	2.24	5.19	5.30
India	2.70	2.63	4.10	4.47	2.53	2.41	3.77	3.90	5.06	5.36	2.44	2.29	5.23	5.25	2.72	2.83	4.84	4.94
Italy	3.29	3.36	5.58	5.12	1.41	1.44	4.34	4.02	6.52	6.26	1.74	1.78	6.22	5.66	1.83	1.72	6.08	5.63
Japan	3.96	3.86	4.80	4.70	1.73	1.80	2.96	2.75	4.15	4.02	1.59	1.60	4.40	4.12	1.43	1.43	4.44	4.20
Denmark	4.46	4.46	4.66	4.26	2.26	2.24	3.89	3.57	5.60	5.31	2.78	2.75	5.26	4.95	2.02	1.95	5.92	5.33
US White	4.30	4.43	5.40	4.79	1.68	1.92	4.51	3.95	6.08	5.54	2.23	2.49	5.83	4.95	1.85	2.01	6.13	5.45
US Black	4.49	4.32	5.23	4.81	2.02	2.24	4.66	4.52	6.12	6.15	2.67	2.85	5.72	5.35	2.50	2.42	5.99	5.62

Victim Ratings

	Parent Hits Child		Child Hits Child		Parent Scolds Child		Child Scolds Child		Child Scolds Parent		Teacher Scolds Child		Child Scolds Teacher		Policeman Scolds Child		Child Scolds Policeman	
Sex	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Greece	4.55	4.76	3.13	3.08	4.75	5.08	3.49	3.47	2.30	2.17	4.82	5.12	2.67	2.42	4.60	4.93	2.71	2.57
India	4.87	4.86	3.97	3.65	4.81	4.92	3.97	3.88	3.22	2.62	5.03	5.09	3.12	2.69	4.71	4.67	3.40	2.95
Italy	3.39	3.77	3.61	3.52	3.19	3.87	3.37	3.53	4.45	4.24	3.19	3.90	4.52	4.42	3.18	3.72	4.47	4.21
Japan	3.94	4.17	3.00	3.18	4.05	4.35	3.42	3.77	3.02	3.27	4.12	4.44	3.17	3.35	4.40	4.77	2.91	3.20
Denmark	3.58	3.61	3.48	3.55	3.81	3.84	3.41	3.57	4.53	4.68	3.71	3.82	4.69	4.80	4.14	4.11	4.38	4.69
US White	3.82	3.90	2.75	3.10	4.38	4.46	3.09	3.32	3.31	3.38	4.24	4.26	3.44	3.74	4.46	4.75	3.18	3.29
US Black	3.55	3.43	3.04	2.95	4.19	4.19	3.02	3.09	3.82	3.80	3.79	3.86	3.98	3.98	4.12	4.21	3.78	3.81

Table IX

Significant Sex Differences in Ratings of the Role Indices

	Greece	India	Italy	Japan	Denmark	U.S. White	U.S. Black
Aggressor Ratings							
Parent Hits Child	-	-	-	-	-	-	-
Child Hits Child	-	B	G	-	G	G	G
Parent Scolds Child	-	-	-	-	G	B	-
Child Scolds Child	-	-	G	-	G	G	-
Child Scolds Parent	-	-	-	-	-	G	-
Teacher Scolds Child	-	-	-	-	-	-	-
Child Scolds Teacher	-	-	G	-	-	G	G
Police Scolds Child	-	-	-	-	-	-	-
Child Scolds Police	-	-	G	-	-	G	G
Victim Ratings							
Parent Hits Child	-	-	B	-	-	-	-
Child Hits Child	-	G	-	-	-	B	-
Parent Scolds Child	B	-	B	B	-	-	-
Child Scolds Child	-	-	-	B	-	B	-
Child Scolds Parent	-	G	-	B	-	-	-
Teacher Scolds Child	-	-	B	B	-	-	-
Child Scolds Teacher	-	G	-	-	-	-	-
Police Scolds Child	B	-	B	B	-	-	-
Child Scolds Police	-	G	-	-	-	-	-

G = mean for girls significantly higher than mean for boys.
B = mean for boys significantly higher than mean for girls.

Table X

National Means of Role Indices for Low and High SES Children

Aggressor Ratings

	Parent Hits Child		Child Hits Child		Parent Scolds Child		Child Scolds Child		Child Scolds Parent		Teacher Scolds Child		Child Scolds Teacher		Policeman Scolds Child		Child Scolds Policeman	
SES	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
Greece	2.34	3.42	4.32	4.96	2.08	2.03	3.72	4.05	5.58	5.76	2.05	2.24	5.47	5.37	2.34	2.35	5.23	5.25
India	2.77	2.56	4.15	4.41	2.67	2.28	3.81	3.86	4.83	5.59	2.51	2.21	4.98	5.50	3.01	2.58	4.68	5.10
Italy	3.04	3.61	5.20	5.50	1.40	1.45	4.12	4.25	6.28	6.49	1.71	1.81	5.83	6.05	1.75	1.79	5.85	5.86
Japan	3.77	4.04	4.79	4.72	1.88	1.64	3.01	2.70	4.28	3.90	1.70	1.50	4.40	4.12	1.51	1.35	4.46	4.18
Denmark	4.24	4.68	4.32	4.59	2.27	2.22	3.68	3.78	5.54	5.38	2.68	2.85	5.13	5.08	1.94	2.03	5.64	5.61
US White	3.83	4.90	5.02	5.17	1.77	1.83	4.30	4.15	5.37	5.64	2.33	2.38	5.42	5.36	1.94	1.93	5.84	5.75
US Black	4.42	4.38	4.93	5.10	2.24	2.02	4.58	4.59	6.11	6.17	2.83	2.68	5.54	5.53	2.69	2.23	5.78	5.84

Victim Ratings

	Parent Hits Child		Child Hits Child		Parent Scolds Child		Child Scolds Child		Child Scolds Parent		Teacher Scolds Child		Child Scolds Teacher		Policeman Scolds Child		Child Scolds Policeman	
SES	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	Hig
Greece	4.87	4.45	3.09	3.11	4.86	4.97	3.45	3.52	2.12	2.35	4.98	4.96	2.34	2.75	4.75	4.78	2.45	2.83
India	4.78	4.95	3.81	3.80	4.81	4.91	3.95	3.90	3.17	2.66	5.07	5.05	2.98	2.83	4.59	4.78	3.25	3.10
Italy	3.61	3.54	3.47	3.66	3.58	3.49	3.38	3.51	4.18	4.50	3.58	3.51	4.38	4.55	3.52	3.38	4.30	4.38
Japan	3.94	4.16	2.99	3.18	4.22	4.18	3.56	3.63	3.04	3.26	4.28	4.29	3.14	3.38	4.61	4.56	2.91	3.20
Denmark	3.69	3.50	3.56	3.47	3.93	3.73	3.52	3.46	4.50	4.71	3.87	3.66	4.66	4.83	4.25	4.01	4.50	4.58
US White	3.95	3.77	2.90	2.95	4.46	4.38	3.16	3.25	3.29	3.39	4.25	4.24	3.49	3.68	4.59	4.62	3.22	3.25
US Black	3.38	3.60	2.94	3.06	4.09	4.29	3.00	3.12	3.83	3.79	3.72	3.93	4.00	3.95	4.01	4.32	3.85	3.74

Table XI

Significance of Mean Differences Between Sex Indices for Total National Samples

Aggressor Ratings

		MAM - MAF		MAM - FAM		MAM - FAF		MAF - FAM		MAF - FAF		FAM - FAF	
	df	d	t	d	t	d	t	d	t	d	t	d	t
Greece	627	.17	4.32**	-.38	9.86**	-.14	4.20**	-.54	10.28**	-.31	7.59**	.24	6.07**
India	699	.15	4.55**	-.21	6.28**	.00	.09	-.37	8.80**	-.15	4.14**	.21	6.47**
Italy	695	.28	8.67**	-.51	15.67**	-.11	3.81**	-.79	18.16**	-.39	11.69**	.40	12.62**
Japan	630	.03	1.27	-.64	18.96**	-.39	13.78**	-.66	16.12**	-.42	13.20**	.24	9.36**
Denmark	809	-.12	4.20**	-.28	7.88**	-.21	7.16**	-.15	3.45**	-.08	2.45*	.07	2.07*
U.S. White	810	.14	4.38**	-.53	15.12**	-.22	7.98**	-.67	13.50**	-.36	10.46**	.31	8.02**
U.S. Black	653	-.13	3.19**	-.22	4.98**	-.10	2.82**	-.09	1.45	.03	.69	.12	2.87**

Victim Ratings

		MAM - MAF		MAM - FAM		MAM - FAF		MAF - FAM		MAF - FAF		FAM - FAF	
	df	d	t	d	t	d	t	d	t	d	t	d	t
Greece	627	-.14	3.48**	.22	5.84**	.01	.24	.37	6.99**	.15	3.75**	-.21	5.34**
India	699	-.11	3.25**	.18	4.99**	-.06	1.91	.29	6.75**	.05	1.46	-.24	6.44**
Italy	695	.21	6.09**	-.08	2.40*	-.04	1.15	-.29	6.59**	-.24	6.78**	.05	1.21**
Japan	630	.01	.50	.29	11.05**	.08	2.82**	.28	7.04**	.06	2.37*	-.22	6.58**
Denmark	809	.25	7.58**	-.06	1.08	.07	2.46*	-.31	7.35**	-.17	5.61**	.13	3.68**
U.S. White	810	-.13	3.57**	.22	6.49**	.03	.89	.35	7.06**	.16	4.57**	-.19	4.74**
U.S. Black	653	.26	6.34**	.08	1.89	.12	2.87**	-.18	3.25**	-.14	3.14**	.04	.80

* = p .05
** = p .01
MAM = males attack males
MAF = males attack females
FAM = females attack males
FAF = females attack females

Table XII

Rank Order of Sex Indices

Aggressor Ratings

	Total				Girls				Boys			
	MAM	MAF	FAM	FAF	MAM	MAF	FAM	FAF	MAM	MAF	FAM	FAF
Greece	3	4	1	2	3.5	3.5	1.5	1.5	3	4	1	2
India	2.5	4	1	2.5	2.5	4	1	2.5	2.5	4	1	2.5
Italy	3	4	1	2	2.5	4	1	2.5	3	4	1	2
Japan	3.5	3.5	1	2	4	3	1	2	3	4	1	2
Denmark	4	3	1	2	3	1.5	4	1.5	4	3	1	2
U.S. White	3	4	1	2	4	2.5	2.5	1	3	4	1	2
U.S. Black	4	3	1	2	3	1	4	2	3	4	1	2

Victim Ratings

	Total				Girls				Boys			
	MAM	MAF	FAM	FAF	MAM	MAF	FAM	FAF	MAM	MAF	FAM	FAF
Greece	2	1	4	3	3	3	1	3	2.5	1	4	2.5
India	3	1	4	2	2	2	4	2	3	1	4	2
Italy	3	4	1	2	2.5	4	1	2.5	2	3	1.5	1.5
Japan	1	2	3	4	1	4	2.5	2.5	2.5	1	4	2.5
Denmark	2	4	1	3	2	4	1	3	2	3	1.5	1.5
U.S. White	2	1	4	3	1.5	4	1.5	3	3	1	4	2
U.S. Black	1	4	2	3	2	4	1	3	2	2	4	2

Table XIII

National Means of Sex Indices for Fourth, Sixth and Eighth Grade Children

Aggressor Ratings

	Male Attacks Male			Male Attacks Female			Female Attacks Male			Female Attacks Female		
Grade	4	6	8	4	6	8	4	6	8	4	6	8
Greece	3.69	3.76	3.81	3.59	3.54	3.69	4.22	4.18	3.92	3.96	3.88	3.84
India	3.96	3.55	3.68	3.92	3.35	3.34	4.13	3.91	3.79	3.96	3.68	3.54
Italy	4.16	4.02	3.38	3.73	3.68	3.81	4.61	4.46	4.50	4.24	4.12	3.99
Japan	3.17	3.32	3.00	3.01	3.27	3.11	3.87	4.00	3.51	3.51	3.74	3.40
Denmark	3.96	3.86	3.87	3.99	4.02	4.03	4.28	4.23	4.08	4.18	4.07	4.07
U.S. White	4.19	4.14	3.87	3.93	3.95	3.88	4.79	4.71	4.29	4.41	4.39	4.09
U.S. Black	4.58	4.44	3.92	4.59	4.46	4.14	5.02	4.62	4.06	4.80	4.49	3.93

Victim Ratings

	Male Attacks Male			Male Attacks Female			Female Attacks Male			Female Attacks Female		
Grade	4	6	8	4	6	8	4	6	8	4	6	8
Greece	3.69	3.74	3.74	3.84	3.95	3.75	3.29	3.53	3.73	3.55	3.76	3.81
India	4.12	4.18	3.89	4.19	4.30	4.13	3.91	3.85	3.89	4.10	4.28	4.04
Italy	3.62	3.85	3.82	3.53	3.70	3.44	3.47	3.91	4.20	3.71	3.96	3.76
Japan	3.69	3.82	3.77	3.72	3.85	3.67	3.27	3.50	3.63	3.54	3.78	3.75
Denmark	3.96	4.08	3.86	3.79	3.77	3.65	3.92	4.17	4.02	3.88	4.00	3.82
U.S. White	3.51	3.84	3.63	3.73	3.98	3.65	3.15	3.57	3.59	3.52	3.78	3.59
U.S. Black	3.42	3.80	3.86	3.23	3.62	3.62	3.34	3.79	3.71	3.28	3.75	3.82

Table XIV

National Means of Sex Indices for Girls and Boys

Aggressor Ratings

	Male Attacks Male		Male Attacks Female		Female Attacks Male		Female Attacks Female	
Sex	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Greece	3.78	3.73	3.77	3.44	3.89	4.33	3.89	3.90
India	3.65	3.80	3.58	3.50	3.82	4.07	3.65	3.81
Italy	4.17	3.87	4.04	3.45	4.40	4.65	4.19	4.05
Japan	3.25	3.07	3.33	2.93	3.69	3.90	3.54	3.56
Denmark	4.11	3.67	4.28	3.75	4.01	4.38	4.25	3.97
U.S. White	4.22	3.91	4.36	3.47	4.35	4.84	4.47	4.11
U.S. Black	4.40	4.23	4.75	4.05	4.30	4.83	4.47	4.34

Victim Ratings

	Male Attacks Male		Male Attacks Female		Female Attacks Male		Female Attacks Female	
Sex	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Greece	3.65	3.79	3.65	4.04	3.70	3.33	3.65	3.77
India	4.18	3.94	4.21	4.20	4.07	3.70	4.20	4.08
Italy	3.69	3.84	3.41	3.70	3.83	3.89	3.70	3.92
Japan	3.67	3.86	3.45	4.04	3.49	3.45	3.49	3.88
Denmark	3.96	3.97	3.60	3.87	4.06	4.01	3.80	4.00
U.S. White	3.64	3.68	3.39	4.18	3.64	3.23	3.48	3.78
U.S. Black	3.71	3.67	3.32	3.66	3.81	3.42	3.59	3.64

Table XV

Significant Sex Differences in Ratings of the Sex Indices

	Greece	India	Italy	Japan	Denmark	U.S. White	U.S. Black
Aggressor Ratings							
Males Attack Males	-	-	G	G	G	G	G
Males Attack Females	-	-	G	G	G	G	G
Females Attack Males	-	-	B	-	B	B	B
Females Attack Females	-	-	-	-	G	G	-
Victim Ratings							
Males Attack Males	-	G	-	B	-	-	-
Males Attack Females	-	-	-	B	-	B	B
Females Attack Males	G	G	-	-	-	-	G
Females Attack Females	-	-	-	B	-	B	-

G = mean for girls significantly higher than mean for boys.
B = mean for boys significantly higher than mean for girls.

Table XVI

National Means of Sex Indices for Low and High SES Children

Aggressor Ratings

	Male Attacks Male		Male Attacks Female		Female Attacks Male		Female Attacks Female	
SES	Low	High	Low	High	Low	High	Low	High
Greece	3.60	3.91	3.32	3.89	4.00	4.22	3.71	4.08
India	3.72	3.73	3.55	3.53	3.85	4.04	3.66	3.79
Italy	3.90	4.14	3.63	3.85	4.43	4.62	4.02	4.22
Japan	3.26	3.06	3.21	3.05	3.85	3.74	3.63	3.47
Denmark	3.83	3.96	3.95	4.07	4.16	4.22	4.05	4.16
U.S. White	4.03	4.10	3.86	3.98	4.52	4.67	4.20	4.38
U.S. Black	4.33	4.30	4.49	4.30	4.52	4.61	4.42	4.39

Victim Ratings

	Male Attacks Male		Male Attacks Female		Female Attacks Male		Female Attacks Female	
SES	Low	High	Low	High	Low	High	Low	High
Greece	3.69	3.75	3.94	3.75	3.45	3.58	3.62	3.79
India	4.05	4.07	4.20	4.22	3.99	3.77	4.14	4.14
Italy	3.73	3.80	3.46	3.65	3.87	3.85	3.77	3.85
Japan	3.72	3.80	3.69	3.80	3.39	3.55	3.60	3.77
Denmark	3.97	3.96	3.78	3.69	4.08	3.99	3.96	3.84
U.S. White	3.65	3.67	3.79	3.78	3.43	3.44	3.65	3.61
U.S. Black	3.71	3.67	3.37	3.60	3.55	3.67	3.52	3.72

Table XVII

National Means for Picture Indices
for Fourth, Sixth and Eighth Grade Children

Aggressor Ratings

	Father Hits Son			Father Hits Daughter			Mother Hits Son			Mother Hits Daughter		
Grade	4	6	8	4	6	8	4	6	8	4	6	8
Greece	2.91	3.17	3.31	2.86	2.88	3.30	2.89	2.80	2.96	2.64	2.42	2.63
India	3.34	2.25	2.47	3.18	2.48	2.86	3.20	2.54	2.46	2.84	2.28	2.33
Italy	3.26	3.74	4.32	3.01	3.53	4.17	2.85	3.51	4.19	2.19	2.30	3.12
Japan	3.38	4.29	4.19	3.24	4.24	4.44	3.65	4.42	4.34	2.99	3.92	4.08
Denmark	4.49	4.91	4.84	4.71	5.12	5.18	3.82	4.45	4.42	3.47	4.03	4.33
U.S. White	4.59	4.61	4.50	4.31	4.48	4.75	4.57	4.51	4.45	3.84	3.90	4.09
U.S. Black	4.80	5.09	3.76	5.23	5.30	4.58	4.68	4.44	3.33	4.45	4.20	3.16

Victim Ratings

	Father Hits Son			Father Hits Daughter			Mother Hits Son			Mother Hits Daughter		
Grade	4	6	8	4	6	8	4	6	8	4	6	8
Greece	4.52	4.61	4.62	4.67	4.79	4.44	4.55	4.92	4.63	4.57	5.04	4.79
India	4.71	5.07	4.90	4.80	5.10	4.64	4.65	4.80	4.81	4.88	5.29	4.99
Italy	4.00	3.72	2.91	4.01	3.73	2.70	4.05	3.81	3.19	4.31	3.89	2.90
Japan	4.19	4.01	4.01	4.24	4.29	3.90	3.94	3.96	4.01	4.23	4.25	3.90
Denmark	3.68	3.55	3.27	3.78	3.45	3.24	4.18	3.67	3.40	4.17	3.61	3.40
U.S. White	3.71	4.06	3.52	4.02	4.10	3.78	3.50	3.90	3.70	4.29	4.28	3.72
U.S. Black	3.24	3.30	3.56	3.18	3.54	3.47	3.66	3.83	3.65	3.41	3.66	3.65

Table XVII

National Means for Picture Indices for Fourth, Sixth and Eighth Grade Children

Aggressor Ratings (Cont'd)

	Boy	Hits	Boy	Boy	Hits	Girl	Girl	Hits	Boy	Girl	Hits	Girl
Grade	4	6	8	4	6	8	4	6	8	4	6	8
Greece	4.16	4.57	4.84	4.45	4.33	4.74	4.79	4.92	4.16	4.90	5.02	5.01
India	4.40	4.05	4.44	4.45	4.26	4.15	4.16	4.31	3.94	4.55	4.38	4.60
Italy	5.62	5.37	5.13	5.26	5.15	5.38	5.38	5.08	4.89	5.83	5.76	5.61
Japan	4.62	4.96	4.35	4.70	4.99	4.47	4.88	4.96	4.37	4.97	5.30	4.77
Denmark	4.82	4.14	4.16	4.89	5.18	5.31	4.00	3.71	3.57	4.87	4.36	4.74
U.S. White	5.33	5.18	4.61	5.05	5.26	5.32	5.31	5.02	4.41	5.34	5.52	5.08
U.S. Black	5.34	5.17	4.49	5.46	5.63	5.15	5.31	4.51	4.22	5.46	5.02	4.67

Victim Ratings (Cont'd)

	Boy	Hits	Boy	Boy	Hits	Girl	Girl	Hits	Boy	Girl	Hits	Girl
Grade	4	6	8	4	6	8	4	6	8	4	6	8
Greece	3.24	3.13	3.16	3.32	3.49	3.25	2.61	2.63	3.33	2.99	2.89	3.44
India	3.80	4.15	3.52	3.82	3.81	3.70	3.85	3.86	3.87	3.88	4.06	3.61
Italy	3.14	3.42	4.22	3.24	3.55	4.22	2.64	2.88	4.00	3.25	4.03	4.47
Japan	2.81	3.27	3.47	2.94	3.29	3.43	2.33	2.70	3.07	2.89	3.45	3.71
Denmark	3.21	3.47	3.60	3.48	3.53	3.52	3.31	3.65	3.79	3.34	3.87	3.72
U.S. White	2.58	2.89	2.93	3.14	3.56	3.08	2.33	2.75	2.90	2.79	3.17	3.24
U.S. Black	2.74	3.19	3.11	2.66	3.32	3.46	2.57	2.97	2.64	2.82	3.33	3.41

Table XVII (Cont'd)

National Means for Picture Indices for Fourth, Sixth and Eighth Grade Children

Aggressor Ratings

	Father	Scolds	Son	Father	Scolds	Daughter	Mother	Scolds	Son	Mother	Scolds	Daughter
Grade	4	6	8	4	6	8	4	6	8	4	6	8
Greece	2.09	1.89	1.77	2.39	2.06	2.09	2.51	2.02	1.92	2.31	1.84	1.[illegible]5
India	3.23	2.39	1.71	3.24	2.23	2.44	3.14	2.31	2.10	2.97	2.32	1.32
Italy	1.44	1.18	1.30	1.82	1.29	1.29	1.66	1.25	1.89	1.56	1.22	1.34
Japan	1.54	1.54	1.82	1.70	1.82	1.91	1.84	1.90	1.99	1.63	1.83	1.87
Denmark	1.86	1.88	1.85	2.86	2.38	2.40	2.43	2.35	2.18	2.57	2.26	2.17
U.S. White	1.77	1.46	1.47	2.06	1.98	1.79	2.26	1.75	1.80	1.85	1.73	1.76
U.S. Black	2.28	1.67	1.62	2.99	2.45	2.18	2.87	1.88	1.81	2.55	1.84	1.57

Victim Ratings

	Father	Scolds	Son	Father	Scolds	Daughter	Mother	Scolds	Son	Mother	Scolds	Daughter
Grade	4	6	8	4	6	8	4	6	8	4	6	8
Greece	4.83	5.05	4.80	4.78	5.05	4.75	4.81	5.25	5.14	4.77	5.08	4.92
India	4.51	5.03	4.87	4.76	5.07	4.57	4.77	5.00	4.81	4.95	5.22	5.05
Italy	4.34	4.03	2.78	4.12	3.73	2.40	4.12	3.75	2.88	4.25	3.79	2.48
Japan	4.49	4.44	4.02	4.31	4.32	3.83	4.37	4.33	3.98	4.39	4.33	3.87
Denmark	4.48	4.08	3.31	4.24	3.85	3.25	4.41	3.79	3.24	4.32	3.85	3.38
U.S. White	4.81	4.70	4.28	4.52	4.58	4.05	4.36	4.53	4.07	4.55	4.60	4.14
U.S. Black	4.78	4.72	4.50	3.97	4.01	3.80	4.18	4.38	3.73	4.19	4.27	4.01

Table XVII (Cont'd)

National Means for Picture Indices
for Fourth, Sixth and Eighth Grade Children

Aggressor Ratings (Cont'd)

	Boy	Scolds	Boy	Boy	Scolds	Girl	Girl	Scolds	Boy	Girl	Scolds	Girl
Grade	4	6	8	4	6	8	4	6	8	4	6	8
Greece	3.65	3.72	3.54	3.72	3.67	3.51	4.35	4.03	3.76	4.39	4.44	4.04
India	3.86	3.50	3.99	3.92	3.39	3.15	4.19	4.07	3.80	4.34	4.16	3.96
Italy	4.43	3.84	3.40	3.87	3.81	3.59	5.02	4.45	4.07	5.23	4.96	3.79
Japan	2.62	2.38	2.15	2.76	2.65	2.49	3.59	3.48	2.92	3.52	3.21	2.75
Denmark	3.95	3.42	3.25	3.99	3.50	3.43	4.15	3.60	3.18	4.53	4.25	3.78
U.S. White	4.32	4.07	3.50	4.20	3.92	3.58	4.81	4.79	3.77	5.24	4.81	3.96
U.S. Black	5.09	4.51	4.08	4.76	4.63	4.09	5.07	4.31	3.78	5.60	4.98	4.40

Victim Ratings (Cont'd)

	Boy	Scolds	Boy	Boy	Scolds	Girl	Girl	Scolds	Boy	Girl	Scolds	Girl
Grade	4	6	8	4	6	8	4	6	8	4	6	8
Greece	3.36	3.68	3.59	3.28	3.73	3.77	3.08	3.63	3.79	3.18	3.51	3.46
India	4.34	4.20	3.53	4.30	4.26	4.30	3.85	3.71	3.69	3.65	3.96	3.58
Italy	3.08	3.32	3.44	3.21	3.47	3.12	3.41	3.90	4.07	3.45	3.72	3.45
Japan	3.68	3.81	3.46	3.64	3.71	3.62	3.47	3.65	3.66	3.41	3.64	3.65
Denmark	3.31	3.34	3.29	3.08	3.33	3.27	3.72	4.03	3.72	3.66	3.75	3.63
U.S. White	2.92	3.27	3.13	3.25	3.43	3.27	3.15	3.32	3.44	3.01	3.34	3.17
U.S. Black	2.46	2.92	2.83	2.50	3.02	3.07	3.12	3.68	3.35	2.84	3.55	3.56

Table XVII (Cont'd)

National Means for Picture Indices for Fourth, Sixth and Eighth Grade Children

Aggressor Ratings

	Boy Scolds Father			Boy Scolds Mother			Girl Scolds Father		
Grade	4	6	8	4	6	8	4	6	8
Greece	5.47	5.71	5.77	5.64	6.10	5.99	5.38	5.80	5.64
India	5.11	5.26	5.56	5.27	5.25	4.90	5.16	5.31	5.59
Italy	5.38	6.54	6.20	6.45	6.57	6.54	6.43	6.59	6.23
Japan	4.14	4.30	3.42	4.30	4.43	3.74	4.33	4.56	3.70
Denmark	5.15	5.41	5.43	5.58	5.83	5.60	5.41	5.48	5.56
U.S. White	5.68	5.78	5.61	6.02	6.06	5.74	5.81	6.20	5.70
U.S. Black	6.05	6.30	6.09	6.09	6.39	6.24	6.14	6.47	5.91

Victim Ratings

	Boy Scolds Father			Boy Scolds Mother			Girl Scolds Father		
Grade	4	6	8	4	6	8	4	6	8
Greece	2.38	2.17	2.53	2.15	1.78	1.84	2.35	2.20	2.61
India	3.25	2.80	2.83	2.84	2.82	3.10	3.09	2.63	2.88
Italy	3.05	4.44	5.71	2.66	4.05	5.58	3.28	4.66	5.75
Japan	3.02	3.33	3.62	2.58	2.95	3.17	2.87	3.28	3.64
Denmark	4.04	5.02	5.15	3.49	4.66	5.24	3.96	5.01	5.08
U.S. White	2.95	3.63	3.82	2.71	3.49	3.61	2.84	3.44	3.81
U.S. Black	3.23	4.05	4.59	2.93	3.40	4.49	3.18	3.85	4.66

Table XVII (Cont'd)

National Means for Picture Indices for Fourth, Sixth and Eighth Grade Children

Aggressor Ratings (Cont'd)

	Girl Scolds Mother			Teacher Scolds Boy			Teacher Scolds Girl		
Grade	4	6	8	4	6	8	4	6	8
Greece	5.55	5.66	5.53	2.31	1.94	2.18	2.18	1.96	2.27
India	5.10	5.24	5.02	2.93	2.19	1.82	2.84	2.15	2.24
Italy	6.42	6.35	6.10	1.76	1.52	1.83	2.00	1.60	1.87
Japan	4.43	4.44	3.55	1.40	1.64	1.66	1.47	1.66	1.74
Denmark	5.46	5.46	5.33	2.54	2.97	2.73	2.75	2.84	2.76
U.S. White	5.76	5.98	5.54	2.26	2.76	2.19	2.22	2.45	2.27
U.S. Black	5.92	6.39	5.84	3.15	2.52	2.48	3.06	2.86	2.48

Victim Ratings (Cont'd)

	Girl Scolds Mother			Teacher Scolds Boy			Teacher Scolds Girl		
Grade	4	6	8	4	6	8	4	6	8
Greece	2.26	2.27	2.46	4.87	5.26	4.84	4.90	5.09	4.85
India	3.14	2.89	2.96	4.90	5.26	5.21	5.19	5.05	4.74
Italy	3.28	4.36	5.50	4.10	3.83	3.00	3.98	3.84	2.51
Japan	2.76	3.22	3.63	4.43	4.44	4.03	4.34	4.38	4.09
Denmark	3.94	4.90	4.98	4.33	3.48	3.28	4.36	3.72	3.41
U.S. White	2.84	3.51	3.70	4.50	4.42	3.93	4.39	4.29	3.95
U.S. Black	3.15	3.95	4.48	3.81	4.16	3.59	3.94	3.92	3.53

Table XVII (Cont'd)

National Means for Picture Indices for Fourth, Sixth and Eighth Grade Children

Aggressor Ratings

	Boy Scolds Teacher			Girl Scolds Teacher			Policeman Scolds Boy		
Grade	4	6	8	4	6	8	4	6	8
Greece	5.41	5.38	5.16	5.66	5.61	5.31	2.37	2.11	2.34
India	5.14	4.97	5.55	5.15	5.16	5.47	2.91	2.60	2.58
Italy	6.12	5.79	5.80	6.33	6.06	5.53	1.75	1.77	1.50
Japan	4.70	4.48	3.42	4.59	4.60	3.75	1.24	1.35	1.51
Denmark	5.27	5.06	5.13	5.25	4.91	4.99	1.84	1.77	2.05
U.S. White	5.26	5.62	5.30	5.48	5.53	5.17	1.74	1.89	1.96
U.S. Black	5.78	5.76	5.06	5.96	5.50	5.16	2.48	2.10	2.17

Victim Ratings

	Boy Scolds Teacher			Girl Scolds Teacher			Policeman Scolds Boy		
Grade	4	6	8	4	6	8	4	6	8
Greece	2.33	2.58	2.74	2.25	2.59	2.79	4.86	4.97	4.65
India	3.22	2.96	2.69	2.98	2.75	2.81	4.89	4.79	4.67
Italy	3.45	4.51	5.44	3.28	4.63	5.49	4.25	3.66	2.64
Japan	2.82	3.20	3.77	2.76	3.34	3.64	4.94	4.92	4.38
Denmark	4.26	5.17	5.08	4.02	4.88	5.08	5.07	4.26	3.60
U.S. White	3.36	3.75	3.75	3.16	3.71	3.81	4.94	4.86	4.12
U.S. Black	3.34	4.20	4.43	3.27	4.14	4.48	4.47	4.46	4.12

Table XVII (Cont'd)

National Means for Picture Indices for Fourth, Sixth and Eighth Grade Children

Aggressor Ratings (Cont'd)

	Policeman Scolds Girl			Boy Scolds Policeman			Girl Scolds Policeman		
Grade	4	6	8	4	6	8	4	6	8
Greece	2.47	2.24	2.54	5.17	5.17	5.07	5.40	5.54	5.10
India	3.48	2.52	2.56	4.90	4.79	4.97	4.92	4.90	4.86
Italy	1.98	1.72	1.91	6.22	5.65	5.34	6.30	5.87	5.75
Japan	1.35	1.48	1.64	4.65	4.39	3.54	4.94	4.66	3.74
Denmark	1.94	2.09	2.23	5.59	5.48	5.49	5.85	5.77	5.56
U.S. White	1.92	1.99	2.10	5.91	5.95	5.41	5.98	5.99	5.51
U.S. Black	3.03	2.38	2.60	6.00	6.23	5.21	6.00	6.12	5.30

Victim Ratings (Cont'd)

	Policeman Scolds Girl			Boy Scolds Policeman			Girl Scolds Policeman		
Grade	4	6	8	4	6	8	4	6	8
Greece	4.84	4.84	4.43	2.65	2.56	2.87	2.33	2.53	2.89
India	4.60	4.74	4.44	3.33	3.19	2.95	3.26	3.08	3.25
Italy	3.94	3.64	2.57	3.51	4.37	5.02	3.32	4.50	5.32
Japan	4.64	4.53	4.10	2.69	3.02	3.43	2.65	3.07	3.45
Denmark	4.67	3.79	3.37	3.92	4.83	4.81	3.93	4.88	4.85
U.S. White	4.72	4.72	4.13	2.65	3.45	3.51	2.73	3.47	3.59
U.S. Black	4.10	4.44	3.40	3.01	3.93	4.30	3.31	4.01	4.23

Table XVIII

National Means for Picture Indices for Girls and Boys

Aggressor Ratings

	Father Hits Son		Father Hits Daughter		Mother Hits Son		Mother Hits Daughter		Boy Hits Boy		Boy Hits Girl		Girl Hits Boy		Girl Hits Girl	
Sex	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Greece	3.11	3.15	3.09	2.94	2.81	2.95	2.59	2.54	4.43	4.62	4.91	4.10	4.06	5.18	4.94	5.02
India	2.71	2.66	2.94	2.74	2.73	2.74	2.51	2.46	4.08	4.51	4.34	4.23	3.75	4.52	4.32	4.70
Italy	3.71	3.83	3.63	3.50	3.51	3.52	2.39	2.68	5.72	5.02	6.06	4.47	4.71	5.53	5.92	5.55
Japan	3.99	3.92	4.09	3.86	4.14	4.12	3.69	3.63	4.64	4.65	5.27	4.17	4.43	5.05	4.97	5.05
Denmark	4.75	4.74	4.97	5.03	4.14	4.31	4.03	3.85	4.83	3.91	5.70	4.55	3.19	4.33	4.99	4.32
U.S. White	4.34	4.80	4.71	4.31	4.19	4.83	4.03	3.86	5.45	4.62	6.19	4.24	4.41	5.41	5.65	4.97
U.S. Black	4.57	4.53	5.31	4.77	3.99	4.31	4.14	3.73	5.27	4.72	6.32	4.51	4.18	5.18	5.21	4.89

Victim Ratings

	Father Hits Son		Father Hits Daughter		Mother Hits Son		Mother Hits Daughter		Boy Hits Boy		Boy Hits Girl		Girl Hits Boy		Girl Hits Girl	
Sex	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Greece	4.46	4.71	4.48	4.78	4.70	4.70	4.65	4.95	3.21	3.14	2.95	3.76	3.33	2.38	3.11	3.11
India	4.96	4.83	4.85	4.85	4.79	4.71	4.96	5.14	4.05	3.60	3.81	3.75	4.18	3.53	3.91	3.78
Italy	3.44	3.64	3.17	3.79	3.56	3.80	3.46	3.93	3.69	3.50	3.74	3.61	3.17	3.18	3.94	3.90
Japan	4.04	4.10	3.92	4.37	3.91	4.04	3.99	4.26	3.25	3.11	2.78	3.66	2.90	2.50	3.16	3.54
Denmark	3.60	3.41	3.39	3.59	3.77	3.73	3.67	3.78	3.48	3.37	3.33	3.69	3.72	3.45	3.49	3.80
U.S. White	3.89	3.64	3.68	4.25	3.93	3.49	3.88	4.31	2.68	2.91	2.56	3.95	2.90	2.42	2.93	3.20
U.S. Black	3.58	3.15	3.24	3.55	4.00	3.43	3.47	3.67	2.98	3.05	2.92	3.38	3.08	2.37	3.27	3.10

Table XVIII (Cont'd)

National Means for Picture Indices for Girls and Boys

Aggressor Ratings

	Father Scolds Son		Father Scolds Daughter		Mother Scolds Son		Mother Scolds Daughter		Boy Scolds Boy		Boy Scolds Girl	
Sex	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Greece	2.04	1.80	2.30	2.06	2.21	2.09	2.18	1.89	3.74	3.53	3.87	3.39
India	2.28	2.60	2.85	2.43	2.66	2.37	2.43	2.31	3.88	3.69	3.40	3.57
Italy	1.32	1.29	1.49	1.45	1.46	1.73	1.43	1.32	4.23	3.55	4.51	3.00
Japan	1.62	1.65	1.79	1.82	1.86	1.96	1.72	1.83	2.58	2.19	3.11	2.16
Denmark	1.83	1.90	2.73	2.36	2.20	2.44	2.35	2.32	4.01	3.07	4.32	2.95
U.S. White	1.48	1.65	1.96	1.93	1.60	2.32	1.73	1.83	4.31	3.62	5.06	2.73
U.S. Black	1.76	1.96	2.59	2.50	1.89	2.48	1.92	2.06	4.71	4.41	5.25	3.73

[illegible]ings

	Father Scolds Son		Father Scolds Daughter		Mother Scolds Son		Mother Scolds Daughter		Boy Scolds Boy		Boy Scolds Girl	
Sex	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Greece	4.73	5.06	4.62	5.10	4.91	5.22	4.82	5.03	3.41	3.67	3.32	3.86
India	4.83	4.77	4.61	4.98	4.81	4.91	5.07	5.08	3.97	4.07	4.33	4.24
Italy	3.40	4.04	3.04	3.80	3.27	3.90	3.16	3.85	3.31	3.26	3.11	3.42
Japan	4.20	4.44	3.91	4.40	4.19	4.25	3.99	4.40	3.54	3.76	3.18	4.14
Denmark	3.97	3.94	3.75	3.81	3.88	3.75	3.74	3.96	3.30	3.33	2.96	3.49
U.S. White	4.62	4.57	4.19	4.57	4.48	4.16	4.30	4.63	3.03	3.18	2.58	4.06
U.S. Black	4.64	4.69	3.84	4.02	4.21	3.99	4.16	4.15	2.76	2.71	2.48	3.25

Table XVIII (Cont'd)

National Means for Picture Indices for Girls and Boys

Aggressor Ratings (Cont'd)

	Girl Scolds Boy		Girl Scolds Girl		Boy Scolds Father		Boy Scolds Mother		Girl Scolds Father		Girl Scolds Mother	
Sex	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Greece	3.59	4.51	4.32	4.30	5.57	5.73	5.90	5.92	5.49	5.73	5.40	5.76
India	3.83	4.21	4.07	4.23	5.12	5.50	5.07	5.21	5.19	5.51	4.92	5.32
Italy	3.97	5.06	4.75	4.57	6.52	6.23	6.58	6.46	6.58	6.24	6.45	6.13
Japan	3.00	3.67	3.24	3.08	4.18	3.73	4.21	4.10	4.23	4.17	4.09	4.19
Denmark	2.98	4.31	4.34	4.03	5.64	5.03	5.75	5.59	5.57	5.39	5.52	5.31
U.S. White	3.70	5.21	5.04	4.30	6.09	5.28	6.27	5.62	6.07	5.74	5.93	5.59
U.S. Black	3.69	5.08	5.06	4.93	6.19	6.11	6.21	6.26	6.13	6.22	6.02	6.08

Victim Ratings (Cont'd)

	Girl Scolds Boy		Girl Scolds Girl		Boy Scolds Father		Boy Scolds Mother		Girl Scolds Father		Girl Scolds Mother	
Sex	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Greece	4.04	2.96	3.28	3.49	2.45	2.27	2.00	1.85	2.41	2.37	2.40	2.25
India	3.92	3.59	3.76	3.69	3.29	2.63	3.15	2.69	3.21	2.53	3.30	2.69
Italy	3.73	3.86	3.43	3.65	4.39	4.41	4.27	3.93	4.72	4.40	4.49	4.27
Japan	3.81	3.37	3.23	3.91	3.12	3.52	2.80	2.99	3.18	3.35	3.10	3.31
Denmark	3.91	3.74	3.56	3.80	4.62	4.85	4.30	4.62	4.71	4.66	4.55	4.66
U.S. White	3.90	2.71	2.92	3.43	3.38	3.55	3.15	3.39	3.42	3.30	3.38	3.32
U.S. Black	3.68	3.10	3.25	3.38	3.92	4.00	3.60	3.61	4.02	3.77	3.82	3.90

Table XVIII (Cont'd)

National Means for Picture Indices for Girls and Boys

Aggressor Ratings

	Teacher Scolds Boy		Teacher Scolds Girl		Boy Scolds Teacher		Girl Scolds Teacher		Policeman Scolds Boy		Policeman Scolds Girl		Boy Scolds Policeman		Girl Scolds Policeman	
Sex	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Greece	2.14	2.15	2.26	2.02	5.30	5.34	5.31	5.75	2.35	2.20	2.56	2.28	5.21	5.07	5.17	5.53
India	2.31	2.32	2.56	2.26	5.26	5.18	5.19	5.33	2.56	2.84	2.89	2.81	4.95	4.82	4.73	5.06
Italy	1.65	1.76	1.84	1.81	6.24	5.57	6.21	5.74	1.69	1.66	1.96	1.78	5.99	5.48	6.16	5.79
Japan	1.55	1.59	1.63	1.62	4.44	3.96	4.35	4.27	1.38	1.36	1.47	1.51	4.39	3.99	4.48	4.41
Denmark	2.70	2.79	2.87	2.70	5.41	4.90	5.11	4.99	1.86	1.91	2.18	2.00	5.88	5.16	5.96	5.49
U.S. White	2.19	2.62	2.26	2.36	5.97	4.82	5.69	5.09	1.73	2.00	1.98	2.03	6.15	5.37	6.12	5.53
U.S. Black	2.50	2.94	2.83	2.76	5.81	5.25	5.63	5.45	2.20	2.30	2.80	2.54	6.08	5.54	5.91	5.71

Victim Ratings

	Teacher Scolds Boy		Teacher Scolds Girl		Boy Scolds Teacher		Girl Scolds Teacher		Policeman Scolds Boy		Policeman Scolds Girl		Boy Scolds Policeman		Girl Scolds Policeman	
Sex	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Greece	4.89	5.09	4.75	5.14	2.61	2.49	2.73	2.35	4.70	4.95	4.51	4.90	2.64	2.75	2.79	2.38
India	5.20	5.04	4.86	5.13	3.10	2.81	3.13	2.57	4.88	4.68	4.53	4.66	3.30	3.01	3.49	2.89
Italy	3.32	3.97	3.06	3.83	4.51	4.42	4.52	4.41	3.21	3.81	3.14	3.62	4.40	4.21	4.56	4.21
Japan	4.25	4.35	4.00	4.54	3.14	3.39	3.19	3.30	4.66	4.83	4.15	4.70	2.86	3.24	2.96	3.16
Denmark	3.71	3.68	3.71	3.95	4.74	4.93	4.65	4.67	4.39	4.23	3.88	4.00	4.38	4.66	4.38	4.73
U.S. White	4.48	4.09	4.00	4.42	3.43	3.81	3.45	3.67	4.73	4.65	4.19	4.85	3.14	3.27	3.22	3.31
U.S. Black	3.95	3.76	3.63	3.96	4.00	3.99	3.95	3.98	4.42	4.29	3.82	4.13	3.71	3.78	3.86	3.85

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Introduction

Measures of children's behavior in the school were obtained through a sociometric technique, the Peer Nomination Inventory, which contained items describing compliant and noncompliant behavior toward peers and the teacher. The frequencies of Ss nominated by their classroom peers for each type of behavior were summarized in two total scores for compliant and noncompliant behavior, subsequently broken down into four set scores for compliant and noncompliant behavior toward peers and the teacher respectively.

Positive Ratings

Total Positive Index

Social class is the only sampling variable which distinguished between groups of subjects on the total positive index. The higher SES children are significantly more compliant than are the lower SES children. (Table I, Figs. 1 and 2).

Peer to Peer and Peer to Teacher Positive Indices

A. Age Differences

No significant age differences appear in the data. However, the sixth graders seem to be the most compliant and cooperative age group. (Table I).

B. Sex Differences

There was no significant differences by sex on the total scores of positive behavior or the PPP index. However, girls received higher scores than did the boys on positive behavior towards the teacher. This significant sex difference was most marked at grade four and least apparent at grade six (Table I).

C. SES Differences

The scores for compliant behavior, in total as well as toward peers and the teacher, differed significantly by social status. The higher SES group received significantly higher scores than the lower SES group (see Table 1-68). The SES difference was especially marked at grade eight. The sixth graders seemed to be the most compliant and cooperative age group; this trait was apparent for both social status groups and on both positive sets of items (Table I, Figs. 1 and 2).

D. Correlations Among Total Positive, Peer to Peer Positive, and Peer to Teacher Positive Ratings

Correlations between the positive peer-to-peer and peer-to-teacher scores were all positive and high for all sampling groups (Table II). However, a noticeable decline appeared for grade 8, especially for boys from both SES groups. This drop seems to indicate that among the oldest children positive attitudes and behavior towards the peers may not necessarily coexist with compliant behavior toward the teacher. It may also be that, at least for the older boys, compliant behavior toward authority contributes to creating a negative reputation among classmates as far as certain types of contacts with peers are concerned.

Negative Ratings

Total Negative Index

Whereas the total compliant scores varied by social class, the total negative scores showed significant differences by sex. Noncompliant behavior is more frequent among boys than among girls. (Table I, Fig. 2).

Peer to Peer and Peer to Teacher Negative Indices

A. Age Differences

No significant age differences appear for the negative indices.

B. Sex Differences

The scores of negative behavior, taken as a total as well as by set (i.e., toward peers and toward the teacher), showed significant differences by sex (Table I). Noncompliant behavior appeared to be more frequent among boys than among girls. On peer-to-peer negative behavior the difference by sex was especially marked at grade eight, where the boys' score was nearly twice the corresponding score for the girls. For the negative peer-to-teacher items the difference between girls and boys was at its highest at grade four. When the two negative sets are regarded together, fourth grade boys appear to be the most uncooperative.

C. SES Differences

A social status difference by grade was also noticeable for both negative set scores and for the total negative score. The frequency of noncompliant behavior appeared to increase with age among children from the high status group, whereas the opposite was the case for the low status group, leading to SES by grade interaction for all negative indices. This pattern was most marked on the scores for peer-to-teacher negative behavior.

Although the sex differences were larger and more consistent on the scores for negative behavior, a comparison of the scores received by the two sex groups for both compliant and noncompliant behavior shows that girls, in contrast to boys, obtained many more positive than negative nominations. This is the case for both peer-to-peer and peer-to-teacher behavior.

D. Correlations Among Total Negative, Peer to Peer Negative and Peer to Teacher Negative Ratings

The correlations between negative peer-to-peer and peer-to-teacher scores were consistently high, indicating that noncompliant and uncooperative behavior is more likely to be generalized from peers to teachers and vice versa, than is compliant behavior. (Table III).

Summary

A. Correlations Between the Positive and Negative Ratings

Correlations between positive and negative scores were all negative, a not unexpected finding, but they show some variations worthy to comment on (Table IV). First, correlations between peer-to-teacher positive and negative nominations were generally higher than correlations between the corresponding peer-to-peer nominations. It seems as if personal sympathies and dislikes among classroom peers account for the greater variability of peer-to-peer nominations. For instance, it is remarkable that for low status girls at grades six and eight there is no relationship at all between nominations for negative and positive peer-to-peer behavior. A possible explanation of this trait may be that, in Denmark, eighth grade classes are often composed of newcoming pupils, since the transition from elementary to high school takes place after grade 7. The emotional ties and other relationships between children just in eighth grade may, therefore, be loose and antagonistic. It seems reasonable to assume that a lack of group cohesion in the newly formed eighth grade classroom groups may be responsible, at least to a certain extent, for the apparent inconsistency of these peer-to-peer nominations.

The magnitude of correlations between positive and negative nominations with respect to peer-to-teacher behavior varied somewhat by grade and social status. With age, the direction of high status children's behavior toward the teacher - as it is expressed by the nominations received - becomes more consistent. This tendency may mean that these children as they grow older perceive their role in relation to the teacher as more stable and with less ambiguity than the younger children do. A similar, but not so marked tendency is also found for the lower status children.

B. Summary and Discussion of the Total PNI

From the questionnaire data it was found that the teacher as an authority figure is losing prestige as the children grow older, e.g., they perceive him as less powerful. As this is especially the case for the high status children it seems reasonable to conclude that when the children get a more realistic perception of their teacher they are also able to behave toward him or her with appreciable consistency.

The total amounts of positive and negative nominations received by children across all grades were almost equal (Table I). At grade four there was a small difference, in disfavour of the positive nominations.

Except for the oldest group compliant and cooperative behavior appeared to be displayed in greater amounts toward the teacher than toward peers. At all grade levels, but especially at grade eight the amount of noncompliant behavior directed against the teacher exceeded that against peers.

The two positive sets of items in all, namely Peer-to-Peer positive (PP+), and Peer-to-Teacher positive (PT+) show significant differences only as far as social class is concerned. For the two other main variables, sex and grade, no significant differences have been observed; that is also the case for combined relationships between the three main dimensions.

Table I shows that the higher social group (SES 2) has received significantly higher scores than what is the case for the lower group. It is evident that this over-all difference holds as well for the PP+ scoring as for the set of PT+. For both sets of scores the difference is especially marked for grade 8.

It appears from Table I that the girls in the sample have received higher scores concerning positive attitudes towards the teacher than have boys. This trait occurs at all three grade levels.

As mentioned above, there is no significant difference among the grades regarding positive attitudes. However, a tendency to a curvilinear grade effect ought to be noticed: the scores for grade 6 are a great deal higher than the scores for grade 4 and grade 8.

For the two negative sets of items in all, namely Peer-to-Peer negative (PP+) and Peer-to-Teacher negative (PT-), a significant difference appears for the dimension sex only. No over-all differences concerning social group and grade, nor combined relationships between the three main-dimensions have been observed.

Table I shows the clear tendency, that the boys receive significantly higher scores than the girls do. This is the case as well for the PP+ scoring as for the set of PT+. As far as PP+ is concerned, the difference between the sexes is especially marked at grade 8 - level, where the boys' score is nearly twice the corresponding score for the girls; also at grade 4 - level the difference is marked.

For the PT+ set the difference between the received nominations for the girls and the boys, respectively, is at its highest for grade 4. Here, again, the mean for the boys is nearly twice as much as the mean for the girls. For the two negative sets regarded together, the higher score for the boys is most marked at grade 4 - level.

Even if there is no conclusive total difference concerning the nominations for the two social groups, a certain tendency for the PP+ set ought to be noticed: the scores for SES 1 are, at grade 4 - level, a good deal higher than the scores for SES 2. For the oldest students there is a tendency in the opposite direction.

There is a strong tendency to a difference by grade, as the oldest students, within their classrooms, have received much more negative nominations than the younger students have, within their classrooms. This is foremost the case for the boys.

Together with the tendency to a difference by SES for the PP+ set, described above, the last mentioned tendency gives a significant difference for the combination SES by grade, as far as PP+ is concerned.

Some interesting patterns appear when we compare the nominations within the negative and the positive sets, respectively. The girls receive, in contrast to the boys, significantly more positive than negative nominations. As Table V shows, this is the case for both the PP items and for the PT items, as well as for the items totally regarded. The table also illustrates the earlier mentioned significant differences by sex, for the sets PP+, PT+, and PT+, as well as for the total set of negative nominations.

This pattern may mean that the girls really are more friendly and sociable than the boys, and that the nominations therefore are in agreement with the facts. However, it may also be that the nominations given mean that it is regarded as more appropriate to express that the girls are friendly and sociable, than what is the case for the boys. It might simply be that within the children's world it is inappropriate to show that the boys possess such fine features as sociability and good relationship with the teacher, an authority.

Relationship Between PAR and PNI: Wrongness Judgements and Classroom Behavior

The PAR-PNI correlations expressed the relationship between children's attitude toward aggressive interpersonal exchanges and their expressions of compliant or non-compliant behavior, as measured by the responses to the Picture Aggression Rating instrument and the designations or estimations by peers of aggressive and/or compliant classroom behavior toward peers and teachers.

The analysis covered status, set, and sex PAR indices.

A. Status

Aggressor Ratings: An examination of the product-moment correlations between aggressor wrongness on status and PNI indices, displayed that 16 of the 72 correlations were significant at the .05 level. (Table V). The direction of the correlations was generally as expected, children designated as having a positive relation either to peers or to teacher tended to rate child aggressors as wrong, especially child aggressors of adult victims; children designated as having a negative relation to either peers or teacher, tended to rate adult aggression as wrong, but condoned aggressive behavior by other children.

For girls, four of the eight significant relationships appeared on the Child Attacking Child indices, and two on each of the two other indices, Adult Attacking Child, and Child Attacking Adult. There were some age trends shown in the magnitude of the correlations, five of the significant correlations for the girls occurred in grade 6, three in grade 4, suggesting that the attitude-behavior relations were weakest for the oldest age group and strongest around the age of 12 years.

For boys, half of the significant correlations occurred in the adult-aggressor index, suggesting that attitude-behavior relationships were strongest, when the adult was the aggressor.

In addition, significant relations emerged most frequently at the grade 6 level as in the case with the girls, suggesting that the attitude-behavior relations for all the children were strongest around the age of 12, and stronger in the cases of an aggressive act, where there was a difference in the status of the participating persons.

Victim Ratings: Only one of the 72 product-moment correlations between PNI scores and victim wrongness reached significance, less than would be expected by chance. The significant correlation occurred with grade 6, girls for whom the PP+ index correlates significantly with the PAR, AAC index.

B. Set

Aggressor Ratings: Of the 216 product-moment correlations between PAR set and PNI indices, 34 were statistically significant. This was a proportionally smaller number of significant correlations than had been the case in the PAR-status-PNI analysis, suggesting that the indices of total adult authority were stronger than the indices of specific authority roles. (Table VI).

Significant correlations were seen more for girls than for boys, but for girls, the compliant group had as many significant correlations as the non-compliant group. For boys, the non-compliant group had more significant correlations than the compliant group.

For girls, the significant correlations were nearly three times more frequent when the child was the aggressor, than when the adult was the aggressor.

Victim Ratings: Only eight significant correlations emerged from this analysis; less than would be expected by chance. Seven of the significant correlations occurred for girls, primarily for non-compliant indices. Four of the correlations occurred for the 6th grade, two for the 4th grade, and one for the 8th grade samples. From the analysis of the aggressor ratings, it was expected, that significant correlations would appear on the indices, where an adult was the victim, but none were found. For boys, the only significant correlation appeared in the 8th grade, for the CSC index, and the PP+ index.

C. Sex

Aggressor Ratings: In this analysis, 23 of the 96 correlations were significant, 16 of the 23 for the non-compliant indices. (Table VII).

A difference between the sexes appeared in this analysis. Fourteen of the 23 significant correlations appeared for girls, primarily the non-compliant group. There were five significant correlations on the Male Attacking Male index for the girls, vs. two for the boys; for the female aggressor indices, four significant correlations were found for each of the indices for the girls, vs. three for the boys. For the Male Attacking Female index, two significant correlations were found, one for each sex, in the non-compliant indices for the 6th grade.

A striking age trend appeared for the girls; of the 14 significant correlations, 11 occurred in the 6th grade, of which seven were for the non-compliant indices. For the girls, all four significant correlations with the compliant indices occurred in grade 6. These girls exhibited a rejection of male-to-male, female-to-female and female-to-male aggression. There was, however, a trend among the girls in the other two grades to accept aggression between two members of the same sex, and also between the two sexes, when the male was the aggressor, but not when the female was the aggressor.

For the boys three of the significant correlations were found for the compliant indices, all in the 4th grade; two for the Male Attacking Male index and one for the Female Attacking Male index. The compliant boys condemn the aggression shown between these figures. For the non-compliant indices six significant correlations were found. Non-compliant boys rejected male to female aggression, but accepted the other forms of aggression presented in the study. Four of the six significant correlations occurred in grade 6, and one in each of the other two grades,

Victim Ratings: Only three significant correlations occurred, less than would be expected by chance. Two of the three correlations were found for non-compliant indices and 6th grade girls. (Table VII).

Summary

The relationship between ratings of aggression and overt behavior was measured, and some of the results were, that children designated by their peers to have a posititive relation either to peers or to teachers, tended to rate child aggressors as wrong, especially when aggressing adults; and children, designated as negative towards peers or teachers tended to rate adult aggression as wrong, and condoned aggressive behavior by other children. In this analysis, the attitude-behavior relation was strongest around the age of 12, and was stronger for the index of total adult authority than for the others.

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DENMARK

TABLE I

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PNI INDICES.

GROUP REPORTED	PEER TO PEER POSITIVE QUESTIONS 6,13,17,20			PEER TO TEACHER POSITIVE QUESTIONS 5,7,10,14			TOTAL POSITIVE QUESTIONS 5,6,7,10,13,14,17,20		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	280.	20.26	12.53	280.	23.80	18.09	280.	22.02	14.60
SES 1	161.	18.09	11.10	161.	21.65	17.62	161.	19.87	13.59
SES 2	119.	22.43	13.95	119.	25.96	18.56	119.	24.17	15.62
GIRLS	136.	22.32	14.64	136.	28.69	20.16	136.	25.49	16.85
BOYS	144.	18.20	10.41	144.	18.92	16.02	144.	18.56	12.36
GRADE 6, TOTAL	283.	24.07	13.18	283.	25.99	19.85	283.	25.03	15.14
SES 1	139.	22.43	12.96	139.	24.34	19.19	139.	23.41	14.98
SES 2	144.	25.71	13.40	144.	27.63	20.52	144.	26.65	15.29
GIRLS	155.	22.89	13.90	155.	26.90	19.88	155.	24.90	15.41
BOYS	128.	25.25	12.47	128.	25.08	19.83	128.	25.16	14.86
GRADE 8, TOTAL	247.	23.41	13.25	247.	22.17	19.97	247.	22.80	14.42
SES 1	111.	19.48	13.15	111.	18.12	17.13	111.	18.80	12.93
SES 2	136.	27.34	13.34	136.	26.21	22.81	136.	26.80	15.90
GIRLS	119.	23.55	13.80	119.	24.66	23.19	119.	24.11	16.33
BOYS	128.	23.28	12.69	128.	19.67	16.74	128.	21.49	12.50
TOTAL SES 1	411.	20.00	12.41	411.	21.37	17.98	411.	20.70	13.83
TOTAL SES 2	399.	25.16	13.57	399.	26.60	20.63	399.	25.87	15.60
TOTAL GIRLS	410.	22.92	14.11	410.	26.75	21.07	410.	24.83	16.20
TOTAL BOYS	400.	22.24	11.86	400.	21.22	17.53	400.	21.74	13.24
SIGNIFICANT EFFECTS		SES		SES	SEX			SES	

GROUP REPORTED	PEER TO PEER NEGATIVE QUESTIONS 4,9,11,15,18			PEER TO TEACHER NEGATIVE QUESTIONS 8,12,16,19,21			TOTAL NEGATIVE QUESTIONS 4,8,9,11, 12,15,16,18,19,21		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	280.	22.25	14.24	280.	24.06	19.26	280.	23.15	15.71
SES 1	161.	25.41	16.90	161.	27.82	22.31	161.	26.59	18.47
SES 2	119.	19.10	11.58	119.	20.30	16.21	119.	19.71	12.95
GIRLS	136.	17.00	11.20	136.	17.91	15.85	136.	17.47	12.35
BOYS	144.	27.51	17.29	144.	30.21	22.67	144.	28.83	19.07
GRADE 6, TOTAL	283.	23.19	13.44	283.	27.15	21.83	283.	25.20	16.61
SES 1	139.	24.33	13.60	139.	25.41	21.02	139.	24.89	16.30
SES 2	144.	22.05	13.28	144.	28.90	22.65	144.	25.51	16.92
GIRLS	155.	19.07	9.78	155.	24.29	19.21	155.	21.70	13.56
BOYS	128.	27.31	17.09	128.	30.02	24.46	128.	28.71	19.66
GRADE 8, TOTAL	247.	18.21	12.75	247.	26.40	21.72	247.	22.39	16.14
SES 1	111.	16.94	11.93	111.	24.56	19.96	111.	20.81	15.02
SES 2	136.	19.48	13.57	136.	28.24	23.48	136.	23.96	17.26
GIRLS	119.	12.81	10.12	119.	23.27	20.29	119.	18.13	14.07
BOYS	128.	23.61	15.38	128.	29.53	23.15	128.	26.64	18.21
TOTAL SES 1	411.	22.23	14.14	411.	25.93	21.09	411.	24.10	16.60
TOTAL SES 2	399.	20.21	12.81	399.	25.81	20.78	399.	23.06	15.71
TOTAL GIRLS	410.	16.30	10.37	410.	21.82	18.45	410.	19.10	13.33
TOTAL BOYS	400.	26.14	16.59	400.	29.92	23.43	400.	28.06	18.98
SIGNIFICANT EFFECTS		SEX			SEX			SEX	

MEAN PEER NOMINATION INVENTORY RATINGS

FIGURE 1 - SEX

DENMARK

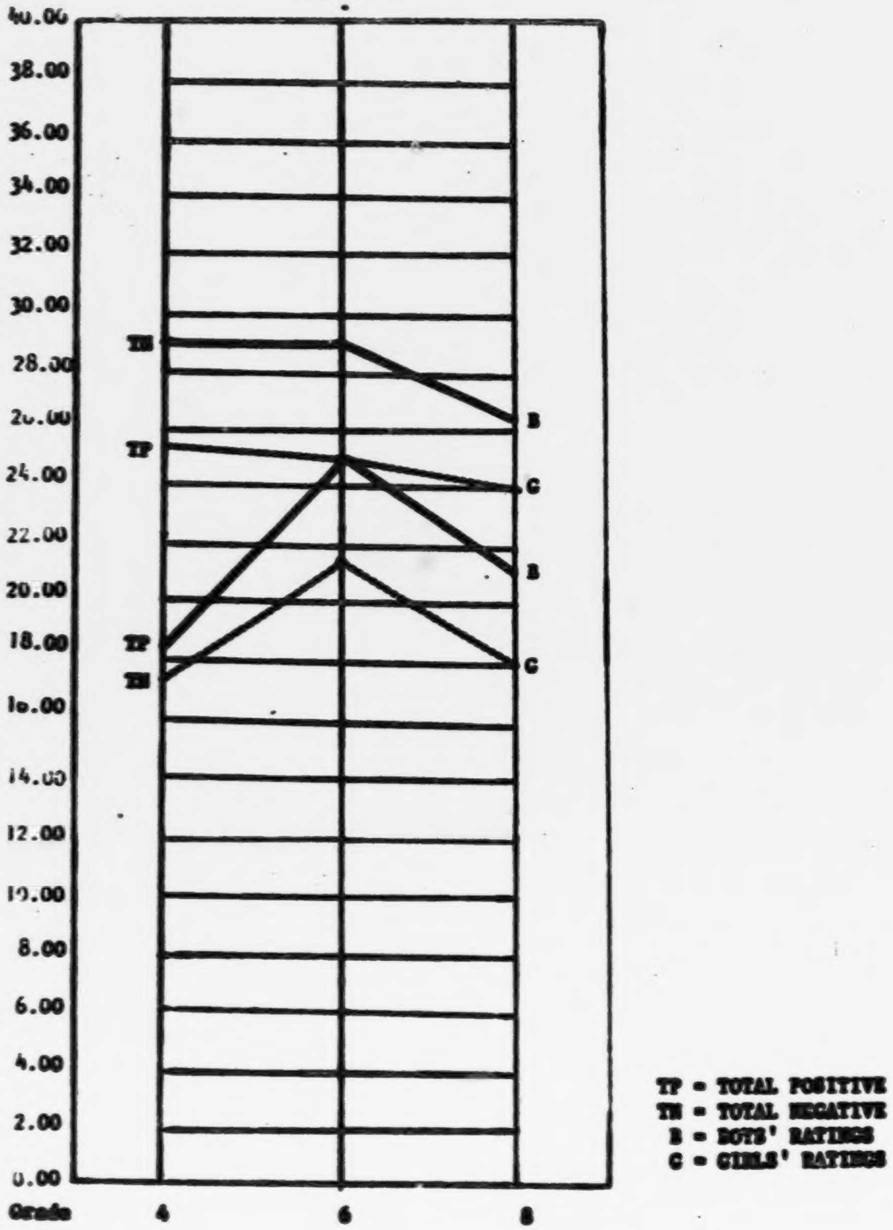

FIGURE 2 - SES

DENMARK

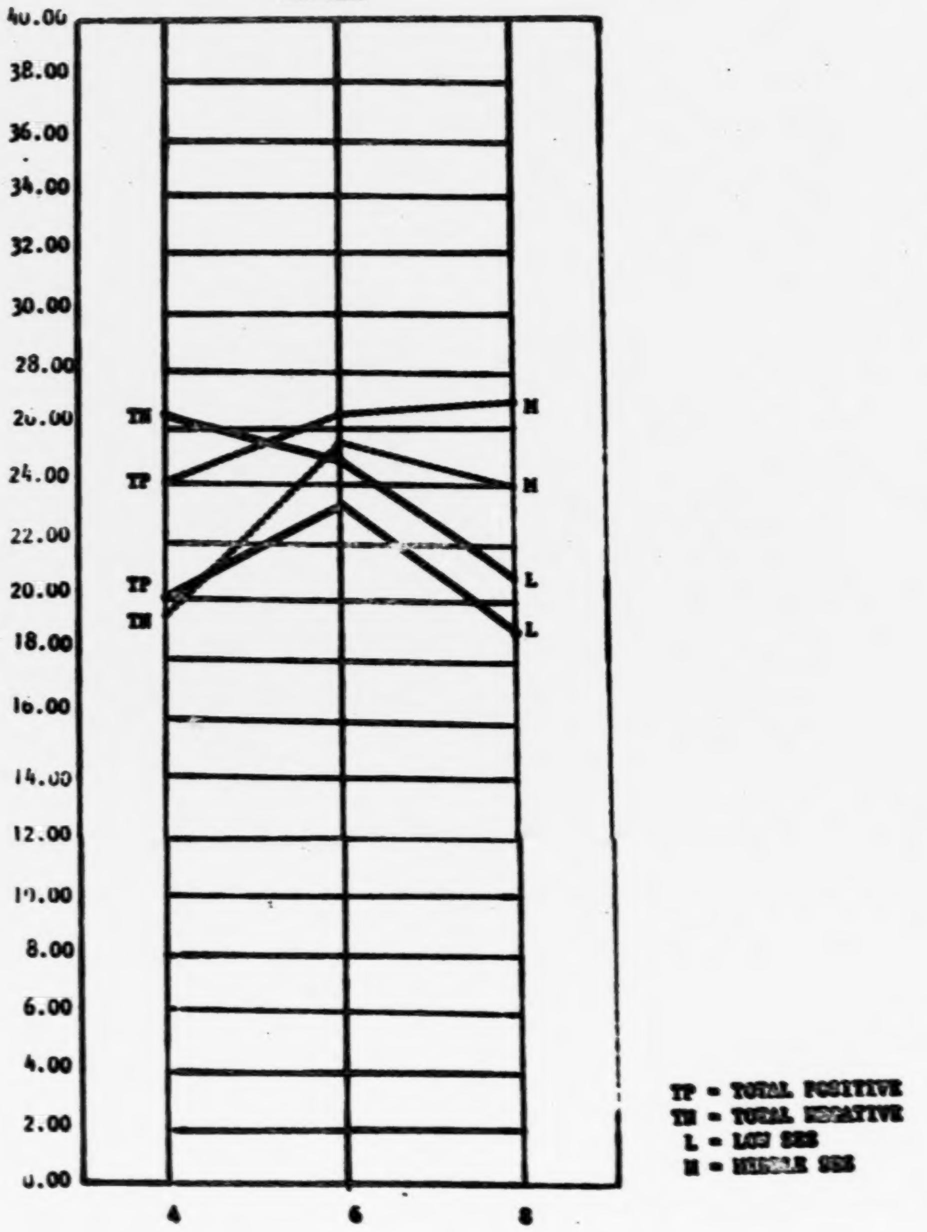

TABLE II

DENMARK

Correlation Coefficients Among Ratings of Positive Behavior by Grade, Social Status and Sex

		Total Positive				Peer To Teacher Positive			
Sex		Girls		Boys		Girls		Boys	
SES	Grade	High	Low	High	Low	High	Low	High	Low
Peer to Peer Positive	4	.97	.95	.92	.88	.89	.87	.79	.70
	6	.85	.90	.84	.90	.60	72	.62	.73
	8	.78	.82	.79	.80	.53	.51	.46	.37
Peer to Teacher Positive	4	.98	.98	.97	.95				
	6	.93	.95	.94	.96				
	8	.95	.92	.91	.86				

TABLE III

DENMARK

Correlation Coefficients Among Ratings of Negative Behavior by Grade, Social Status and Sex

		Total Negative				Peer To Teacher Negative			
Sex		Girls		Boys		Girls		Boys	
SES	Grade	High	Low	High	Low	High	Low	High	Low
Peer to Peer Negative	4	.86	.88	.92	.95	.62	.69	.78	.83
	6	.84	.89	.92	.92	.70	.72	.79	.79
	8	.83	.85	.90	.93	.66	.65	.72	.82
Peer to Teacher Negative	4	.93	.95	.96	.97				
	6	.97	.96	.96	.96				
	8	.97	.95	.95	.97				

$p < .01$ for all correlations.

TABLE IV

DENMARK

Correlation Coefficients Between Ratings of Positive and Negative Behavior, by Grade, Social Status and Sex

Sex		Peer to Peer Negative				Peer to Teacher Negative				Total Negative			
		Girls		Boys		Girls		Boys		Girls		Boys	
SES	Grade	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
Peer to Peer Positive	4	-.21*	-.27*	-.21*	-.23*	-.39*	-.42*	-.29*	-.34*	-.34*	-.40*	-.26*	-.31*
	6	.00	-.10	-.49*	-.56*	-.24*	-.21*	-.38*	-.41*	-.16	-.19	-.45*	-.50*
	8	-.01	-.40*	-.25*	-.46*	-.04	-.53*	-.33*	-.41*	-.03	-.53*	-.31*	-.46*
Peer to Teacher Positive	4	-.25*	-.21*	-.26*	-.38*	-.49*	-.48*	-.42*	-.56*	-.42*	-.41*	-.37*	-.51*
	6	-.15	-.37*	-.52*	-.54*	-.48*	-.66*	-.57*	-.68*	-.38*	-.61*	-.58*	-.66*
	8	-.10	-.35*	-.35*	-.45*	-.42*	-.66*	-.53*	-.64*	-.33*	-.61*	-.48*	-.60*
Total Positive	4	-.24*	-.24*	-.26*	-.33*	-.47*	-.46*	-.40*	-.49*	-.41*	-.41*	-.35*	-.45*
	6	-.09	-.29*	-.54*	-.61*	-.41*	-.53*	-.53*	-.64*	-.31*	-.49*	-.57*	-.66*
	8	-.07	-.41*	-.36*	-.53*	-.30*	-.69*	-.53*	-.63*	-.24*	-.66*	-.49*	-.64*

*$p \leq .05$.

TABLE V

DENMARK

Correlation Coefficients Between PAR Status Indices and PNI Indices

PAR Aggressor Ratings

		Girls			Boys		
		AaC	CaA	CaA	AaC	CaA	CaC
PNI	Grade						
PP+	4	-.17*	.14	.09	-.06	.15	.15
	6	.11	.10	.08	-.03	-.12	.02
	8	-.01	.00	-.01	-.02	.01	-.02
PT+	4	-.18*	.14	.04	.08	.13	.16*
	6	.01	.25*	.17*	-.18*	.02	.13
	8	-.13	.13	-.05	-.18*	.13	.05
PP-	4	-.14	-.09	-.17*	-.08	-.11	-.16*
	6	-.08	-.08	-.19*	.20*	-.09	-.04
	8	.03	-.14	.01	.09	-.14	-.04
PT-	4	.04	-.06	.01	-.11	-.11	-.09
	6	.13	-.27*	-.18*	.28*	-.23*	-.09
	8	.10	-.16	.11	.13	-.22*	-.13

PAR Victim Ratings

		Girls			Boys		
		AaC	CaA	CaC	AaC	CaA	CaC
PNI	Grade						
PP+	4	.08	-.02	.02	.02	-.01	-.04
	6	.18*	-.05	.05	-.08	.03	-.01
	8	-.01	-.01	-.08	.01	-.08	-.08
PT+	4	.01	-.03	-.01	-.01	.01	.01
	6	.12	-.05	.07	.08	.01	-.07
	8	.09	-.04	-.06	-.04	.01	-.02
PP-	4	.16	-.01	.03	.00	.04	-.11
	6	.09	.07	.08	.08	.05	.00
	8	.09	.09	.20	.11	-.07	.02
PT-	4	.14	.00	-.01	.09	.05	-.05
	6	.02	.13	.11	-.02	.03	-.04
	8	.03	.02	.07	.14	-.10	-.01

*p ≤ .05

TABLE VI

DENMARK

Correlation Coefficients Between PAR Set Indices and PNI Indices

PAR Aggressor Ratings

Girls

PNI	Grade	TsC	PosC	PsC	PhC	ChC	CsC	CsP	CsPo	CsT
PP+	4	-.18*	-.13	-.24*	-.04	.08	.08	.07	.14	.18*
	6	.01	.10	.10	.10	.04	.09	.11	.06	.09
	8	-.00	.04	-.07	.01	.09	-.11	-.03	-.08	.10
PT+	4	-.17*	-.10	-.26*	-.06	-.00	.06	.09	.14	.16
	6	-.11	.08	-.04	.06	.10	.17*	.22*	.18*	.24*
	8	-.13	.07	-.03	-.17	.06	-.15	.07	-.01	.25*
PP-	4	-.08	-.07	-.11	-.15	-.17*	-.14	-.04	-.21*	-.03
	6	-.03	.01	-.03	-.13	-.13	-.20*	-.03	-.09	-.10
	8	-.01	.04	.00	.03	-.04	.05	-.11	-.13	-.14
PT-	4	-.04	.03	.06	.05	-.04	.05	-.01	-.21*	.01
	6	.20*	.06	.09	.06	-.16*	-.14	-.20*	-.21*	-.31*
	8	.11	-.02	.03	.10	.08	.12	-.11	-.06	-.21*

PAR Aggressor Ratings

Boys

PNI	Grade	TsC	PosC	PsC	PhC	ChC	CsC	CsP	CsPo	CsT
PP+	4	-.07	-.02	-.14	.04	.13	.13	.14	.13	.13
	6	.04	.01	-.09	-.01	.04	-.01	-.09	-.11	-.13
	8	-.04	-.03	-.02	.02	.08	-.12	.03	-.02	.03
PT+	4	-.04	-.05	-.01	.20*	.12	.15	.14	.12	.08
	6	-.14	-.11	-.16	-.11	.19*	.01	.08	-.03	-.02
	8	-.17*	-.13	-.22*	-.05	.13	-.06	.10	.08	.16
PP-	4	-.06	-.01	-.02	-.10	-.10	-.15	-.09	-.15	-.06
	6	.12	.22*	.24*	.07	-.04	-.01	-.09	-.12	-.05
	8	.09	.00	.04	.12	-.09	.02	-.16	-.09	-.10
PT-	4	-.07	-.05	-.03	-.13	-.06	-.08	-.10	-.17*	-.05
	6	.14	.27*	.29*	.14	-.12	-.02	-.25*	-.23*	-.13
	8	.14	.05	.16	.04	-.16	-.05	-.21*	-.15	-.20*

$^{*}p \leq .05$

TABLE VI

DENMARK

Correlation Coefficients Between PAR Set Indices and PNI Indices (cont'd)

PAR Victim Ratings

Girls

PNI	Grade	TsC	PosC	PsC	PhC	ChC	CsC	CsP	CsPo	CsT
PP+	4	.10	.03	.14	-.02	.05	-.03	.01	-.00	-.07
	6	.32*	.14	.17*	.02	.00	.08	-.05	-.06	-.03
	8	.04	.12	-.12	.01	-.10	-.04	-.00	-.02	-.01
PT+	4	.08	-.01	.07	-.07	.06	-.07	.01	-.03	-.10
	6	.28*	.10	.13	-.03	.02	.11	-.06	-.03	-.06
	8	.11	.14	.04	.06	-.05	-.06	-.06	-.04	.01
PP-	4	.13	.07	.09	.18*	-.07	.13	.01	.03	-.07
	6	.02	.06	.08	.11	.12	.02	.08	.04	.07
	8	.14	.03	.05	.09	.15	.22*	.06	.10	.08
PT-	4	.21*	.15	.06	.10	-.08	.07	-.02	.08	-.04
	6	-.15*	.08	.01	.09	.13	.06	.12	.10	.14
	8	.02	-.03	.00	.09	-.01	.14	.05	.00	-.01

PAR Victim Ratings

Boys

PNI	Grade	TsC	PosC	PsC	PhC	ChC	CsC	CsP	CsPo	CsT
PP+	4	.06	.02	.06	-.05	-.00	-.07	-.02	.01	.00
	6	.03	-.02	-.13	-.07	.00	-.02	.01	-.01	.10
	8	.08	-.01	-.00	-.02	.01	-.18*	-.11	-.05	-.01
PT+	4	.04	.08	.07	-.14	.05	-.05	-.01	-.00	.05
	6	.15	.09	.07	.02	-.06	-.06	.02	.02	-.01
	8	-.00	-.03	-.02	-.08	-.03	.00	-.03	.07	.02
PP-	4	-.07	.00	.00	.05	-.09	-.10	.06	.03	.01
	6	-.08	.06	.14	.08	-.02	.03	.06	.07	.00
	8	.10	.12	.09	.09	-.04	.09	-.07	-.10	-.01
PT-	4	-.01	.07	.06	.15	-.06	-.01	.06	.03	.01
	6	-.09	-.05	.03	-.02	-.04	-.04	.03	.02	.04
	8	.14	.13	.10	.14	-.04	.03	-.10	-.10	-.05

$^{*}p \leq .05$

TABLE VII

DENMARK

Correlation Coefficients Between PAR Sex Indices and PNI Indices

PAR Aggressor Ratings

		Girls				Boys			
PNI	Grade	MaM	MaF	FaM	FaF	MaM	MaF	FaM	FaF
PP+	4	.01	-.16	.09	.01	.16*	.02	.11	.07
	6	.23*	.08	.12	.11	-.04	-.10	-.10	.01
	8	-.08	-.06	.08	-.04	.01	.03	-.11	.05
PT+	4	-.05	-.12	.05	-.04	.21*	.08	.20*	.14
	6	.26*	.04	.21*	.17*	.02	-.12	.00	.03
	8	-.11	-.13	.12	-.09	-.03	-.04	-.05	.02
PP-	4	-.18*	-.05	-.21*	-.23*	-.12	-.00	-.18*	-.21*
	6	-.16*	.00	-.18*	-.23*	-.00	.12	-.01	.06
	8	-.02	.01	-.06	-.08	-.01	-.06	.01	-.10
PT-	4	.01	.09	-.05	-.01	-.09	.01	-.21*	-.20*
	6	-.17*	.15*	-.19*	-.22*	-.03	.18*	-.14	-.02
	8	.07	.04	-.03	.07	-.06	-.07	-.02	-.18*

PAR Victim Ratings

		Girls				Boys			
PNI	Grade	MaM	MaF	FaM	FaF	MaM	MaF	FaM	FaF
PP+	4	-.02	.13	.01	.04	.10	-.05	-.08	-.01
	6	.09	.03	.03	.01	-.04	-.05	-.04	-.08
	8	.03	-.03	-.08	-.12	-.07	-.12	-.06	-.08
PT+	4	-.04	.06	-.06	.02	.12	-.01	-.10	-.03
	6	.05	.01	-.00	.08	.07	.00	-.04	.03
	8	.00	.01	-.03	-.00	-.01	-.04	-.01	-.07
PP-	4	.06	.01	.08	.16	-.01	-.08	.06	-.01
	6	.12	.06	.11	.11	.12	.10	.05	.06
	8	.13	.12	.16	.15	.00	.16	-.11	.08
PT-	4	.02	-.02	.15	.06	-.01	-.02	.17*	.06
	6	.16*	.08	.16*	.06	.01	-.00	-.02	-.03
	8	.05	.05	-.00	.12	.03	.14	-.11	.07

$^{*}p \leq .05$

GREECE

Peer Nomination Inventory

by

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Introduction

The use of attitudinal and behavioral dimensions of compliance and aggression to assess the child's socialization with respect to central and permanent institutions of society--the family, school, community, nation, religion--stems from a view of socialization not as a process in which the child passively receives information, behavioral models or monitoring from authority figures in the various social systems but as a dynamic outsome of interactions through role-relationships between members of the society continuing throughout life. The structure of role-relationships and the quality of interactions between adults and children are not independent from those among adults. Role-relationships within one system are strongly influenced by those in other major social systems. Socialization, then, is the process through which each individual strives to adapt to life conditions created by the human community. (Hess, in press). In this sense, a study of the patterns of attitudinal and behavioral expressions of compliance and aggression in elementary school children with respect to authority figures in various social systems may provice valuable indices regarding these strivings during one period of human life.

Investigators and theorists generally agree that family and school are the most important sociali ing agents during the elementary school years. Socialization of the child's behavior with respect to the community, the nation, and religious organizations of his society appears to be largely mediated during this age period by his involvement with the role-relationships within the family and the school. Children, of course, are not cut off from the functioning of the community or the religious organizations with which their families are affiliated. There is a large variety of circumstances in which they interact in some more or less active way with authority figures representing the church, the community or the national government. The opportunities, however, for such encounters, as well as the context in which they occur, seem to depend largely on the structure of the society in which the child develops and on his family's position in it. Moreover, the child's images of non-family and non-school authority figures and his response tendencies toward them may be largely influenced by direct or indirect teaching received within his family during the preschool years and by the quality of civic and religious education in both home and school during the elementary school years.

There is a sizable body of evidence indicating the importance of the family structure and role-relationships among its members for the socialization of the child's cognitive processes, the motivational components of his actions, and the patterns of his interpersonal behavior (Hess, in press). This evidence may be regarded as pointing to the conclusion that in the family are to be found the roots of the factors that shape society. Equally defendable, however, is the notion that the broader social structure acts upon the family and helps define its functions, set its goals, and delineate the means considered appropriate for their attainment, thus shaping the form and quality of interactions among family members and between the family as a unit and other social systems. This notion implies that the "ethos" of the culture and the structure of the society are responsible to a great extent for the family characteristics (Hess, in press). One formulation of the impact of society on family functions is that the family is permeated by society's values and rules and that parents are more or less explicitly expected to teach their offspring what is socially desirable or obligatory in the performance of important institutional roles within and outside the family. Apart from this, however, there are other more pervasive--and perhaps more potent--influences on the family from the broader social structure. It is argued that the degree to which the environment is perceived as benevolent or malevolent, just or unjust, accepting or rejecting, expanding or restricting has an important bearing upon the family structure, the form, quality and strength of ties and relationships among its members and their interactions with the rest of the world. (McKinley, 1964; Rosen, 1964). This implies that both the "ethos" of the society and objective features of the environment influence the family function.

The notion that in societies in which the overwhelming majority of the population belongs to lower classes, most individuals develop a feeling of little personal control over the social environment,* which is perceived as unfriendly and potentially exploitive, has been associated (Rosen, 1964) with observations that in such societies the family solidarity is strong. Parents tend to see the child as a weak creature who lacks the necessary physical and mental equipment to protect himself in an essentially unfriendly world; they are usually overprotective and start the child's independence training relatively late. Furthermore, self-reliance is not cultivated to enhance independence of the individual from the family. Individual efforts, whether they are supported actively or simply emotionally by other members of the family, and attainments achieved through such efforts are felt to be the family's efforts and attainments. Since at least emotional participation in individual strivings is genuinely provided by other family members and since the family is the only social milieu in which all its members may be safe and obtain help and protection in time of need, the whole family should take advantage of the attainments of each of its members.

Such a pattern of family relationships appears to be congruent with that found in anthropological analyses of the traditional Greek family. (D. Lee-Demetracopoulou, 1955; H. Mendras, 1961; I. T. Sanders, 1962; E. Friedl, 1962; J. K. Campbell, 1964). Indeed, the patriarchal family structure, in which age- and sex-role differentiations carry status implications and where strong emotional and moral ties among kin influence individual behavior both within the family and outside of it, still persists in Greek society, particularly in rural communities and in the urban lower class. Greek society is, however, in transition (P. D. Bardis, 1955; H. Stroup, 1955; McNeill, 1957; G. Vassiliou, 1966; E. T. Prothro, 1966; C. Safilios-Rothschild, 1967). The disruptive effects of World War II and of the subsequent civil war and the country's efforts for industrialization during the last twenty years caused a considerable geographical mobility (Kayser, 1964; A. Kanellopoulos, 1957-58; C. Moustaka, 1964), which is accompanied by noticeable changes in family power structure, parental role standards and child training values and practices (E. T. Prothro, 1966; G. Vassiliou, 1966; C. Safilios-Rothschild, 1967). One of the most apparent changes is that the extended family household tends to disappear, particularly in the large cities.

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*Relevant to this notion is also evidence regarding contingencies between social structure and political behavior in adults. Such evidence is discussed in Hess and Torney (1965).

Although the large majority of Greek population still belongs to lower classes, both educationally and occupationally, the solidarity which characterizes the traditional Greek family may not stem only from a perception of the social structure itself as hostile, unjust, or restricting. The widely known chronic governmental instability of Greece may, of course, be regarded as resulting from the potency of family ties assuming that the latter impede the development of community- and nation-oriented citizens. It seems, however, that both the governmental instability and the feelings of unsafeness which are assumed to encourage strong family ties and impede development of lasting committments to non-family social groups are related to the objective fact of poverty of resources available for the total Greek population. In this sense, it is notable that family solidarity coexists with heavy migration to other countries. It should also be stressed that Greeks, who often react violently to governmental restrictions on their sense of individual freedom, show a marked readiness to admit such restrictions when imposed by their family (D. Lee-Demetracopoulou, 1955; E. Friedl, 1962; J. K. Campbell, 1964). Moreover, restrictions of individual freedom resulting from committment to ideals venerated by the family are also readily accepted. Thus, attachment to the nation is independent from attachment to the state and the state's government. One may oppose the state not only politically; attempts to circumvent state's laws considered to restrict the authority of the family or impede the enhancement of its interests are supported by the family through all available means (D. Lee-Demetracopoulou, 1955). Avoidance, however, of service to the nation in time of threat to its independence is felt as an act of treason to the family itself (D. Lee-Demetracopoulou, 1955), bringing dishonor to all its members and exposing them to conditions of possible slavery, a concrete and definitely negative expectation for Greeks based on long historical experience.

It is clearly a matter of social experience reinforced in almost each new generation that attachment to the family is a social committment valued even in opposition to the community or the state; the family is the only institution of their society to which Greks can be attached and not be frustrated or attacked for their attachment during the periods of political turmoil that punctuate their history. In addition, no national ruler or even foreign conqueror has ever tried to diminish the authority of the family or to undermine the strength of emotional and moral ties among its members.*

The barriers that family solidarity may create for a full development of the individual as a person with personal rights and responsibilities seem to be easily underestimated, if not completely overlooked, when the world is perceived as threatening or simply unpredictable. Speaking of ancient Greeks, Dodds (1966) argues that the credit for "one of the major achievements of Greek rationalism," the liberation of the individual from the bonds of the primitive conception of family solidarity and the superstitions surrounding it, should go to Athenian democracy. Perhaps life experiences permitting development of a sense of power and eliminating fear are conditions "sine qua non" for the blooming of both rationalism and democracy. During the Persian Wars, Athenians gained more experiences of this sort than all other Greeks.

During the period of data collection for this study, Greece did not differ essentially from the other participating countries in terms of governmental structure. She had a parliamentary government and an elected legislative body. The political agitation which ended with the military government now ruling had started, however, some months before the beginning of the field work. Increased distrust of the police and government officials may be one reason for Greek children's responses indicating a clear devaluation of the police and government officials (particularly among older children who were more aware of the political situation), contrasting with the strong effective attachment professed for parents and with a tendency for the older Ss to idealize parents almost to the same degree as did the younger children.

Distrust of the police and governmental authorities seems to exist not only during periods of political or national crisis. An increasing centralization of governmental authority and its effects upon administrative policies have been repeatedly denounced after World War II as fostering both dependency on the central state authorities and distrust between the population and the administration. In reaction to this situation, the population was found to be uncooperative and the administration, both authoritarian and incompetent (K. Varvaressos, 1952, cited by I. T. Sanders, 1952; D. Lee-Demetracopoulou, 1955; E. Friedl, 1962; McNeill, 1957).

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*There is one exception to this general assertion. Although it lies far in the past of this society--in the early years of Turkish offupation--Greeks transmit the remembrance of Yennitzarism from one generation to the next almost as a warning.

Bereaucratic centralization has also affected the teacher, whose role tends to be reduced to that of a technical expert rather than a group leader. As a result, he is no longer an object of lasting loyalty and affection on the part of his pupils, encouraged toward such feelings and attitudes by their parents. D. Lee-Demetracopoulou (1955) attributed this observation to the fact that the teacher is also regarded as an intervening representative of the state's administration. It may be, however, that the centralization of governmental authority which is particularly pronounced in the domain of education diminishes both the possibilities and the willingness of teachers to assume the role of leaders of their pupils. This is particularly true for high school teachers.

The role of the Greek orthodox church in maintaining and strengthening family ties should not be overlooked. The church not only approves and encourages family solidarity; it also sustains the traditional, hierarchical, male-dominated family structure by maintaining suggestive liturgical rituals, particularly infleuntial among the young and the less educated adults. It is not unusual for lower class parents to argue on behalf of the traditional stereotypes of good and evil in the roles of man and woman, father and mother, son and daughter, using distorted religious knowledge. The impact of religion on the personality of most Greeks may be evaluated on the basis of some quite suggestive facts: although the number of religiously inactive seems to increase in parallel with those who receive higher education, it is rare for Greeks to change their religious denomination. For many, their orthodox denomination is part of their "Greekness" (D. Lee-Demetracopoulou, 1955). The differentiation and complementarity which characterize traditional male and female family roles and many of the standards of behavior prescribed for each of them at different stages of the life cycle are referred to and supported by religious beliefs and practices (Campbell, 1964). Superstitions maintained through liturgical rituals permeate maternal attitudes toward children, and variations in child rearing practices of rural or urban, lower or middle class mothers simply reflect the degree to which secular knowledge is able to encourage in them sceptical attitudes, toward the "evil eye," for example.

Analyses of family structure, parental values, and child training practices in rural Greek families (H. Mendras, 1961; E. Friedl, 1962; I. T. Sanders, 1962; J. K. Campbell, 1964) provide useful information for understanding urban families as well, since most of the urban population of Greece is composed of rural families who have migrated recently into cities. In addition to large groups of refugees from rural areas of Asia Minor, who were transplanted to Athens and other cities in 1922, most of the villagers who migrate to urban areas are attracted by Athens and big towns of their district (Kayser, 1964). Between 1928 and 1957, the total urban population of Greece increased by 47%, and the population of the metropolitan Athens by 72%, while the rural population increased by only 7% (A. Kanellopoulos, 1957-58). A more recent study reports that 78% of the whole population of internal migrants from two rural areas had settled in Athens and the capital of their district, the rest being scattered throughout the rest of the country (Moustaka, 1964).

Although the life of villagers who migrate to cities changes relatively fast in terms of work habits, housekeeping techniques, uses of leisure or health practices (I. T. Sanders, 1962), 1962), the value-orientations underlying family structure and role-relationships seem to be maintained substantially longer. This assertion is supported by evidence which shows: that the educational level of those who migrate to Athens and other large cities is below the national average (Moustaka, 1964); and that the most important factors contributing to departures from the traditional family power-structure and to differentiations in child-rearing practices, underlying values, and expectations professed by mothers are the educational level of the husband in the first case and that of the mother in the second (C. Safilios-Rothschild, 1967; E. T. Prothro, 1966).

Using an interview schedule adapted from Sears, Maccoby and Levin (1957), Prothro (1966) compared child rearing practices and beliefs of rural and urban lower and middle class mothers in Greece and Lebanon. He reported that "on almost all items, the city working-class families are intermediate between the city middle-class and the peasant families." Because the patterns of social class differences obtained in Greece and Lebanon were remarkably similar, and data from a variety of other cultures (although not strictly comparable) appear also to form a similar pattern, which is at variance from that found by Sears, Maccoby and Levin in the U.S., Prothro suggested that the pattern of SES differences which was "clearly delineated" in Greece and Lebanon may characterize "transitional societies," which have a traditional class of peasants and urban lower and middle classes.

Prothro found that in Greece and Lebanon, as in the U.S., middle-class mothers are more inclined than their lower class compatriots to describe themselves as permissive with the young child, warm in their treatment of him, and using psychological rather than physical discipline techniques. They also appear to expect the child to attend college more often than do their lower class compatriots. Responses reflecting the mother's perception of her role compared to the father's indicate that middle class mothers see themselves as more active than their lower class compatriots in making family decisions and as more often consulted by their husbands regarding decisions on financial matters.

Middle class Greek and Lebanese mothers appear, however, to be less permissive toward infants than their lower class compatriots, while American middle class mothers appear to be more permissive with infants than do lower class American mothers. In other words, it is in the degree of permissiveness with infants that the pattern of SES differences in the U.S. is at variance with that found in Greece and other transitional societies.

Comparing data on family power structure and marital satisfaction in urban Greek and French families, C. Safilios-Rothschild (1957) also reported data indicating a pattern of social class differences at variance with that observed in France and other highly industrialized countries, such as the U.S. and Germany (for which there were comparable data). This investigator found that the domineering authority role of the husband in the Greek family tends to diminish with elevation of his educational and occupational level. The relationship, however, between husband's level of income and his authority in the family was not continuous, because, in Greece, high educational level is not necessarily accompanied by high income. As C. Safilios-Rothschild stressed, "Education, and particularly college education, plays a very important role in freeing Greek men from the traditional ideology about male dominance so that they are willing to yield some decisions to women and consult them about others." Regarding relationships between satisfaction with marriage and family power structure, Safilios-Rothschild also reported that only a small group of the interviewed Greek women (4%) who reported satisfaction from their marriage also reported that their husband was dominant in the family decision making. The large majority of Ss who reported that they were pleased with their marriage (40% of the total sample) were those who either make themselves or are consulted by their husbands about decisions regarded as predominantly joint (number of children and relations with in-laws). It is noteworthy, however, that these women also reported that they do not intervene in their husbands' making decisions regarded as predominantly masculine (choice of friends and uses of leisure). Decisions regarding child-rearing and purchase of clothes, furniture and household equipment were found to be predominantly feminine. These data also indicate that, in Greek urban families, conjugal role differentiation is still quite clear and without much overlapping, even in the better educated and more liberal and egalitarian homes. That conjugal role-differentiation is even more clear in lower class families and influences the socializing climate of the family is apparent in the data reported by Prothro (1966) and in the descriptions of rural Greek families provided by Friedl (1962) and Campbell (1964).

Important to the development of children's perceptions of and response tendencies toward authority figures appears to be the fact that in Greek society it is quite common for men with high education to have wives with substantially lower education. Therefore, differences in maternal attitudes and child training techniques may exist in more or less subtle and influential forms even within relatively homogeneous social class groups, defined by father's educational and occupational level.

Some types of frustration-provoking behavior that Friedl (1962) observed in rural mothers toward infants and in both parents toward preschool children are also quite frequent in lower class urban families. For example, frightening or deceiving preschool children and deliberately lying to them is common in lower class families. Purposefully deceiving behavior seems to be less frequent among middle class parents, particularly fathers. Friedl suggested that parents use these practices as palliatives and consider them as contributing to strengthen children's self-control. She states that parents who consciously frustrate their children usually react to the child's anxiety by subsequent efforts to calm him through physical and verbal demonstrations of affection. They also are lenient toward the child who eventually reacts aggressively toward an elder who has caused him distress. Such behavior is often initiated by children toward their younger siblings or other peers. The degree to which such behavior among children is tolerated by parents also varies. Whatever the psychological function of teasing and deceptive behavior on the part of parents, it gives the child early experiences of inconsistency in the actions of elders. Friedl (1962) considers that these practices lead children to recognize that words and actions of other people should not be taken at face value. "Inconsistency in the actions of elders results in a wariness in accepting or rejecting the statements of others, even within the family. Children may learn to love and respect their elders but it is not required that they trust them completely." The fact, however, that these practices stop as soon as the child becomes able to control the expression of his distress or shows distrust of parents' deceptive statements or actions makes it doubtful that parents are really not concerned about having their children distrust them. If these practices are actually designed to condition the child to deceit and to develop in him wariness, parents are more likely to expect him to direct these attitudes outside of the nuclear family.

Observations collected during the field work provide some additional indications of features of the socializing climate of Athens schools. Examination of the records of 26 public and private schools located in different residential areas of Athens showed that the social class composition of classroom groups is rarely homogeneous. This is true for both public and private schools, regardless of the residential area in which a school is located. There are, however, marked differences between public and private schools. Most public schools are extremely crowded with more student groups than teachers and classrooms available at a time. As a result, classroom groups often include more than 60 students, and one teacher may be in charge of two such groups. Public school buildings are often in extremely bad condition. Tension in student-teacher relationships is often generated or aggravated by material conditions. Compared to those of typical public schools, the material conditions of private schools often appear luxurious.

Despite these facts, many high status parents, presumably able to face the expenses of their children's education in a private school, choose the public school on the sssumption that its social structure provides better socializing conditions, since it is closer to Greek reality. An analogous rationale leads directors of private schools to facilitate admission of working class students to their schools by providing scholarships and reduced tuition fees.

Equality in the socializing conditions of all Greek schools is also sought by the Office of Education. Both public and private schools have to follow the same curricula. The gap, however, between the typical public school and a few expensive private schools in overall socializing climate is enormous. The existing disparities do not seem to stem from differences in the ideals pursued, the curricula followed, or the social structure of the groups or students, but from the extreme differences in the schools' material resources, which determine to a great extent the style of relationships between teachers and students.

The impact of the atmosphere of functioning of a school upon students of different family backgrounds may vary. For example, students from low status families may regard the socializing climate of the typical public school as an extension of that of their homes, at least during the early years of their elementary education. Adjustment to the conditions of functioning of such schools is probably more difficult for children from high status families. With increasing age, interaction among children of different family backgrounds within the classroom group modifies in various ways their images of and attitudes toward both classmates and teachers. Peer interaction within socially heterogeneous classroom groups is certainly able to affect the socialization process in several ways. Assessment of these influences is as difficult as their control and orientation by parents and teachers.

Positive Ratings

Total Positive Index

The distribution of total positive scores by sampling groups is shown in Table I. Set scores regarding compliant behavior toward peers and toward the teacher are also presented in Table I. All three positive scores were affected by the Ss' age and SES. Total positive scores show a curvilinear age change and variation by SES. (See Table I, Figs. 1 and 2).

Peer to Peer and Peer to Teacher Positive Indices

A. Age Differences

The partial scores for compliant behavior toward peers and teachers also follows a curvilinear change with grade; compliant behavior increased from grade 4 to 6 and decreased again by grade 8. The scores received by pupils at grade 8 were lower than those received by pupils at grade 4 (Table I).

With respect to these age variations, it should be noted that, in the Greek school system, sixth graders are in the last year of primary school. Eighth graders are, however, in the second year of high school, where they are faced with substantially different overall socializing conditions, confronted with many new peers, and taught by more than one new teacher. Apparently, the age trend found in Greek children's compliant behavior indicates that the likelihood of their displaying cooperative behavior within a social system increases with age as long as familiarity with the system's socializing conditions (including its rules and personal relationships with the system's figures) increases. The decline of compliant behavior at grade 8 probably follows from the above mentioned changes in the overall school situation, changes all the more stressful as they coincide with the beginning of adolescence.

B. Sex Differences

Ratings for compliant behavior showed no evidence of significant variations by sex. In grades 4 and 6, compliant behavior toward both peers and the teacher appeared to be more frequent among girls than boys, but this sex difference did not reach significance level and disappeared by grade 8.

C. SES Differences

Positive ratings varied significantly by social status.

Across all grades, higher SES children appeared to display a significantly greater amount of compliant behavior than their lower SES peers; the difference was significant for the total positive score as well as for the partial scores for compliant behavior toward peers and the teacher. (See Table I). It may also be noted that the scores of lower SES children's compliant behavior toward both peers and the teacher declined substantially from grade 4 to 8, after an increase in grade 6. A similar age trend was observed in higher SES children's scores for compliant behavior toward the teacher. However, the peer-to-peer positive scores of higher SES children did not show a substantial decline from grade 6 to 8, and higher SES eighth graders did not score lower than the higher SES fourth graders in compliant behavior toward peers.

D. Correlations Among Total Positive, Peer to Peer Positive, and Peer to Teacher Positive Ratings

Correlation coefficients shown in Table II indicate that positive ratings were highly interrelated for all segments of the sample. These correlations indicate that children who were perceived as being helpful, kind, fair and cooperative with their peers were very likely to be obedient, cooperative and obliging with the teacher and seldom scolded by him. The likelihood of a close correspondence between compliance with peers and with the teacher was somewhat higher for girls than boys, particularly in grades 4 and 6. A slight decrease in the magnitude of correlations for both sexes and both SES groups at grade 8 indicates that compliant behavior toward peers coexisting with compliant behavior toward the teacher is less likely as children grow older.

E. Summary and Discussion of Positive Ratings

The most striking feature of the positive ratings was their consistency. Across all grades, a large number of children who were seen by their peers as demonstrating cooperative behavior toward peers were also seen as compliant with the teacher. For Greek children, the frequency of compliant behavior increased from grade 4 to 6 and decreased again by grade 8. Also, across all grades, compliant behavior toward peers and the teacher was significantly more frequent among higher SES than among lower SES children. The variable of sex did not significantly affect positive ratings.

Changes with age in the frequency of compliant behavior are apparently related to the fact that, in primary school, increasing adjustment to formal and informal aspects of children's relationships with teachers and peers enhances their cooperative behavior toward both. Changes in the school socializing conditions resulting from the transition from primary to high school and the approach of adolescence probably form a set of stress-generating factors which influence behavior. The finding that, by grade 8, compliant behavior toward both peers and the teacher declined among both SES groups may follow from the fact that both SES groups are subject to the influence of the above mentioned factors.

The finding that scores for compliant behavior toward both peers and teachers were, across all grades, higher for the higher SES group than for the lower SES group parallels findings of certain studies (Pope, 1953; Tuma and Livson, 1960) and contradicts others (Eron, Walder, Toigo and Lefcowitz, 1963). No comparable research evidence exists with Greek children. On the basis of evidence concerning Greek parents' socializing practices with young children (Prothro, 1966) one may speculate that SES differences in parental socializing techniques may contribute to SES differences in children's scores of compliant behavior toward both peers and authority figures (in this case, the teacher). However, this interpretation should be regarded with caution since the predictive power of data regarding parents' reports about their socializing techniques appears to be low and uneven (Hess, in press).

Negative Ratings

Total Negative Index

Unlike compliant behavior, non-compliant behavior varies significantly by sex. Across all grades and within both SES groups, non-compliant behavior is significantly more frequent among boys than among girls.

Scores for non-compliant behavior were also affected by a significant SES by grade interaction. For lower SES children the frequency of non-compliant behavior remains constant in grades 4 and 6 and decreases sharply by grade 8. For higher SES children non-compliant behavior increases significantly from grades 4 to 8. (See Table I and Figs. 1 and 2).

Peer to Peer and Peer to Teacher Negative Indices

A. Age Differences

The age by SES interaction observed in the total negative index is maintained in ratings of both teachers and peers. For higher SES children, non-compliant behavior increased significantly from grade 4 to 8, the increase being substantially larger toward the teacher than toward peers. In grades 4 and 6, more lower SES than higher SES children were nominated for non-compliant behavior toward both peers and the teacher; by grade 8, the relationship was reversed. (See Table I).

B. Sex Differences

The sex difference was significant and in the same direction for both partial indices of non-compliant behavior as for the total index. PNI ratings clearly indicate that girls across all grades conformed more to group standards and were less aggressive than boys. The finding reflects sex-role standards underlying children's socialization in Greece. (See Table I).

C. SES Differences

The age by SES interaction has been reported in Section A.

D. Correlations Among Total Negative, Peer to Peer Negative and Peer to Teacher Negative Ratings

Correlations shown in Table III indicate that negative ratings were directly and significantly correlated for all sampling groups. The magniture of correlations among peer-to-peer and peer-to-teacher negative items declined with age for lower SES boys and increased for lower SES girls. This indicated that the tendency for children who are non-compliant with the teacher to be non-compliant with peers increased with age for lower SES girls but decreased for lower SES boys. These relationships changed curvilinearly for higher SES children of both sexes, with the tendency for non-compliant children to be consistent in behavior toward both peers and teachers being stronger among sixth graders than among fourth and eighth graders.

E. Summary and Discussion of Negative Ratings

Scores for peer-to-peer and peer-to-teacher non-compliant behavior varied by the same sampling factors--sex and social status in interaction with grade--and variations had the same direction for both ratings. However, correspondence between the two negative set scores was generally lower than that between peer-to-peer and peer-to-teacher positive set scores. This indicates that non-compliant behavior is less likely to be generalized from teacher to peers and vice versa than is compliant behavior.

Differences by SES indicated that, in grades 4 and 6, non-compliant behavior was more frequent among lower SES than among higher SES children; by grade 8, this SES trend was reversed, non-compliant behavior being significantly more frequent among higher

SES than among lower SES children. In other words, non-compliant behavior increased with age among higher SES children and decreased among those of lower SES.

The increase with age of non-compliance with the teacher on the part of higher SES children appeared to be congruent with the development of these children's attitudes toward authority figures in general and the teacher in particular. It also seemed to correspond with these children's lessening compliant behavior with age. These changes with age in the quality of higher SES children's behavior toward the teacher were somewhat generalized to peers, also.

Changes with age in the frequency of lower SES children's compliant and non-compliant behavior--both ratings lowering, by grade 8, toward both peers and the teacher--appeared to be more complex. Lowering of the amount of both positive and negative behavior toward the teacher on the part of lower SES eighth graders might signify withdrawal of their emotional and behavior involvement with him, resulting from their continuing overidealization of authority figures in combination with their high regard for the figure's punitive characteristics. In other words, lower SES eighth graders may have developed passivity toward the teacher. It seems unlikely, however, that such passivity would be generalized to peers, although a decline with age in the lower SES children's positive and negative PNI scores was also observed toward peers. These complex relationships will be clarified throug inspection of the correlations between positive and negative items.

Summary

A. Correlations Between the Positive and Negative Ratings

As might be expected, all correlations between positive and negative indices were negative, and most were significant. (See Table IV). Correlations between total positive and total negative items increased from 4th to 6th grade for higher SES children (Particularly boys). This indicates that the likelihood that children judged by peers to be non-compliant are also judged to be compliant increases as children grow older. This generalization does not hold for lower SES children, for whom the corresponding correlations were generally lower and changed curvilinearly with grade. In other words, consistency and, therefore, predictability of the quality of overall behavior increases linearly with age for higher SES children but decreases considerably for lower SES eighth graders after an appreciable increase from grade 4 to 6.

Similar social status differences in age trends were also found in the correlations between peer-to-teacher positve and negative ratings. The quality of higher SES children's behavior toward the teacher becomes more consistent and predictable with increase in grade. Consistency and predictability of lower SES children's behavior toward the teacher increases from grade 4 to 6 but decreased considerably by grade 8. However, all these correlations were significant.

The fact that for lower SES eighth grade boys the correlations between peer-to-peer positive and negative ratings drop to -.04 indicates that, within this sampling group, peer-to-peer behavior is judged in very subjective terms. Apparently, a large number of lower SES eighth graders are judged differently by different groups of peers. Perhaps the behavior of individual Ss actually differ, depending on whether it was directed toward different subgroups of classmates. (See Table IV).

The fact that for this sampling group correlations between peer-to-peer negative and peer-to-teacher positive items, as well as between total positive and peer-to-peer negative items, were also very low (-.02 and -.01, respectively) suggests that subgroup membership may have influenced these children's ratings to a large extent. It is also notable that the corresponding correlations for eighth grade girls of both SES groups and for eighth grade higher SES boys were substantially higner. In other words, only for the group of lower SES eighth grade boys did relationships between positive and negative ratings suggest the existence within the classroom group of antagonistic subgroups. This supposition is supported by the fact that, in our sample, lower SES eighth graders, unlike their higher SES counterparts, belonged to extremely crowded classroom groups, possibly lacking in cohesion.

In view of these findings, one might hypothesize that the lowering by eighth grade of both positive and negative set scores for low status children of both sexes reflects, not actual withdrawal of their compliant and non-compliant involvements with peers and the teacher, but a reduction of the number of nominated peers under either type of item resulting from a lack of cohesion in the classroom groups.

Of interest in the finding that judgements of peer-to-teacher behavior for all sampling groups, less likely to be inconsistent in direction or quality than judgements of peer-to-peer behavior. In other words, for all sampling groups, the quality of children's behavior was more predictable when directed to teacher than when directed to peers.

Another generalization may be drawn from the correlations between positive and negative items. For higher SES children, consistency of direction and, therefore, predictability of the quality of behavior increased with age with respect to the teacher; with respect to peers, it increased from grade 4 to 6, and its decrease by grade 8 was moderate. This means that the strengthening of friendship ties by the beginning of adolescence had a moderate influence upon the consistency of these children's behavior with peers and did not substantially decrease its predictability. For lower SES children, consistency of direction and predictability of the quality of behavior increased from grade 4 to 6 but decreased at grade 8, more among boys than among girls, and more toward peers than toward the teacher. For lower SES grade 8 boys, the quality of peer-to-peer behavior appeared to be unpredictable.

The developments observed with age in each SES group's PNI ratings suggest that the major difference between these two groups lies in the extent to which children's behavior in the classroom settings is consistent.

B. Summary and Discussion of the Total PNI

Peer ratings of classroom behavior showed that the frequency of compliant behavior displayed at school exceeds the frequency of non-compliant behavior. Overall grades, compliant behavior appears to be displayed equally toward peers and the teacher, while the amount of non-compliant behavior directed against the teacher exceeded that directed against peers.

Sampling factors differentiated mainly the quality of behavior (compliant vs non-compliant), whatever its target (peers or teacher). Compliant behavior toward both peers and teachers was more frequent among higher SES than among lower SES children across all grades. For both social status groups, compliant behavior toward peers and teachers increased from grade 4 to 6 and decreased again at grade 8. Non-compliant behavior toward both peers and teacher was more frequent among boys than among girls at all grade levels. Also, at grades 4 and 6, lower SES children surpassed their higher SES age mates in amount of non-compliant behavior toward both peers and teachers. At grade 8, the SES trend was reversed: the frequency of non-compliant behavior displayed by lower SES children decreased considerably toward both peers and the teacher; the increase of frequency of non-compliant behavior observed for the higher SES grade 8 children was entirely directed toward the teacher.

In the Greek sample boys and girls did not differ significantly in amount or patterns of compliant behavior, although girls' scores were higher than those of boys for both peer-to-peer and peer-to-teacher positive ratings. The two sex groups did, however, differ significantly in amount of non-compliant behavior toward peers and the teacher. Across all grades, more boys than girls were nominated as displaying non-compliant behavior toward peers and teachers. Perhaps, the factors contributing to a differentiation of behavior in the two sexes were for Greek children more influential for the items comprising the index of non-compliant behavior than those denoting compliant behavior.

The finding that with age the frequency of higher SES children's non-compliant behavior increased appears to parallel the decline of the frequency of their compliant behavior. This pattern suggests that, with age, the behavior of higher SES children changes quality; they become less obliging in the classroom setting, more assertive of their autonomy, and more peer- than teacher-oriented. Such changes in behavioral orientations apparently reflect changes in these children's attitudes toward authority figures, especially their declining beliefs in the authority figures' wisdom and justice.

The finding that, at grades 4 and 6, higher SES children compared to their lower SES counterparts scored higher in compliant behavior and lower in non-compliant behavior toward both peers and teacher suggests that the former group was more able to exercize control over its aggressive tendencies and be cooperative in the classroom setting. This SES difference in the quality of younger children's behavior is probably related to varying experiences of role relationships with authority figures, the main source of which is probably the family. The conditions of functioning of the classroom group may also have had an important influence upon the two SES groups. The majority of higher SES children in the GReek sample were enrolled in private schools. Although private and public schools follow the same curricula and pursue the same ideals, there are considerable differences between them in terms of material resources, which probably determine to a large extent the style of relationships among students and between students and teachers.

The lowering by grade 8 of the scores of compliant behavior of both SES groups with respect to both peers and teachers probably reflects the impact of changes in the school socializing conditions (related to the transition from elementary to high school), changes all the more stressfull as they occur at the approach of adolescence. The considerable rise, by grade 8, of the higher SES group's score for non-compliant behavior toward the teacher was congruent with the decline of the frequency of these children's compliant behaviaor; this decline was especially pronounced with respect to the teacher. This change with age in the quality of higher SES children's behavior toward the teacher parallels changes in their perception of and response tendencies toward all authority figures including the teacher. A decline with age of the positive views held by younger higher SES children about the teacher was apparent in both the YIAPR and PAR data. The considerable drop, at grade 8, of the score of lower SES children for non-compliant behavior toward both peers and teacher was unexpected. Viewed in conjunction with the lowering of this group's positive scores as well, it led to the conclusion that, at this grade level, lower SES children nominated few of their peers for either compliant or non-compliant behavior. The fact that not only all four PNI set scores dropped significantly for lower SES grade 8 children but also these scores were not significantly contrasted (this was particularly apparent in the correlations between positive and negative peer-to-peer scores for lower SES grade 8 boys) suggested that in this sampling group the quality of children's behavior (and/or peer ratings about it) were inconsistent and unpredictable, possibly because lower SES grade 8 children, unlike their higher SES age mates belonged to extremely crowded classroom groups, possibly lacking in cohesion.

Relationship Between PAR and PNI: Wrongness Judgements and Classroom Behavior

A. Status

Aggressor Ratings. The correlation coefficients between PAR status indices and the four PNI sub-indices appear in Table V. These data indicate that, out of 36 correlations, 18 are significant for girls and 10 for boys. In general the adult-to-child index is negatively correlated with the compliant PNI indices and positively correlated with the non-compliant PNI indices, whereas the child-to-adult and child-to-child indices show the opposite relationships. Thus, compliant children judge child aggressors to be wrong and adult aggressors to be relative just, while rebellious children tend to judge adult aggressors to be unjust and child aggressors to be just. This is particularly true for girls.

The child-to-child wrongness judgements are the best predictors of compliant behavior whether it be directed to the teacher or to peers. All correlations between the CAC PAR index and the PNI compliant indices are significant for girls; for boys the correlations are significant for the sixth and eighth grade samples.

Looking at the predictability of all three PAR indices, we find that grade six is the most predictable age for girls, but for boys there is no such consistency.

Victim Ratings. Inspection of Table V shows 16 significant correlations for girls and for boys. For girls the direction of the victim indices correlations are quite consistently reversed from those of the aggressor indices, i.e., the AAC victim indices are positively correlated with the positive or compliant PNI indices, and negatively correlated with the indices of non-compliant behavior, while the CAA and CAC indices are negatively correlated with the compliant PNI indices and negatively correlated with the non-compliant PNI indices. That is, compliant girls judge child victims of adult aggression to be more wrong and adult or child victims of child aggression to be less wrong than do non-compliant girls. These same relationships tend to appear in the boys correlations but with much less consistency. Girls behavior (42 significant correlations) is twice as predictable as boys behavior (21 significant correlations).

B. Set

Aggressor Ratings. The correlations between the PAR set indices and the PNI ratings show the same general trends as the status ratings but with less consistency. (See Table VI). The adults-to-child ratings tend to be negatively correlated with compliant behavior and positively correlated with non-compliant behavior, whether the adult in question is a parent, teacher or policeman. Ratings of child aggression, on the other hand are positively correlated with compliant behavior and negatively correlated with non-compliant behavior. The breakdown of the CAC index shows that child-hit-child is a more predictive rating than child-scold-child, for both boys and girls.

Victim Ratings. The PAR ratings show 37 significant correlations with PNI indices for girls and 19 for boys. Again the behavior of girls is twice as predictable as that of boys. The reversal of the direction of correlations observed in the combined status indices appears in the set indices as well, with more consistency for girls than for boys. For girls, ratings of teachers and parents appear to be better predictors of behavior than policemen, with the child-scolds-teacher ratings being particularly powerful. Unlike the aggressors ratings, the child-hits-child and child-scolds-child indices are about equally powerful predictors for the victims ratings.

C. Sex

Aggressor Ratings. The PAR sex indices, unlike the status and set indices are equally good predictors for boys and girls, but are generally not as powerful predictors of classroom behavior as are the other indices. (See Table VII). There are 9 significant correlations between these indices and ratings of classroom behavior for girls and 11 for boys.

For girls, all of the significant correlations are with the MAF and FAF PAR indices, i.e., those indices involving female victims.

Furthermore, 7 of the 9 significant correlations are with the male-attacks female index. While this specificity of relationship is not as obvious for boys, the female-to-male index is the most consistent predictor of their behavior. For both boys and girls the direction of the correlations is the same; compliant children judge cross-sex aggression by members of their own sex to be more wrong than do non-compliant children. (The significant positive correlation between the MAF and PT- indices appearing for eighth grade girls is the single exception to this statement).

Victim Ratings. The PAR victims indices for sex show 5 significant correlations for girls and 3 for boys. Since this number of significant correlations out of a possible 48 are not more than one would expect by chance, it is safest to conclude that these indices do not predict classroom behavior for Greek children.

D. Summary

Compliant Greek children seem to internalize guilt about rebellious behavior more than non-compliant children. They are more severe in their judgements of the wrongness of aggressors of their own age or sex than are non-compliant children.

The relationships between classroom behavior and victims ratings are more complex. Compliant children judge adult victims of child aggression to be relatively innocent, but their judgement of the innocence of child victims is dependent upon whether the aggressor is an adult or a child. Child victims are judged to be relatively innocent when the aggressor is a child but guilty when the aggressor is an adult. This finding is still consistent with the assumption that compliant children internalize guilt about ag-g ression. Since adults are viewed as just aggressors, it follows that their victims are wrong, but since children are judged to be unjust aggressors it follows that their victims may be relatively innocent. Thus the judgements of victims wrongness are consistent with the judgement that child aggressors are relatively wrong. However, the victims ratings of the sex indices do not uphold the judgements of the relative wrongness of some sex aggressors; these ratings are simply uncorrelated with classroom behavior.

The above generalizations concerning compliant children should be modified by reference to the consistent sex differences appearing in these data. Girls' behavior in the classroom is more predictable from their wrongness judgements than is boys' behavior. This is particularly true with respect to judgements of the wrongness of aggressors and victims of different roles and statuses; these in turn are generally more predictive than are judgements of combatants of a different sex.

Greece is, in general, a culture which permits the expression of aggression fairly freely. Greek men are expected to be aggressive, and women are permitted to be so. Probably the lack of correlation between individual judgements of justice and classroom behavior for boys, as contrasted with girls, is due to the greater cultural consistency of aggressive norms for men and boys. Boys classroom behavior may well be more dependent upon the cultural expectations for boyish behavior and less upon their internal beliefs and values than it is for girls.

GREECE

TABLE I

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PNI INDICES.

GROUP REPORTED	PEER TO PEER POSITIVE QUESTIONS 6,13,17,20			PEER TO TEACHER POSITIVE QUESTIONS 5,7,10,14			TOTAL POSITIVE QUESTIONS 5,6,7,10,13,14,17,20		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	203.	24.00	14.35	203.	25.05	16.42	203.	24.52	15.00
SES 1	107.	18.67	11.12	107.	19.03	13.13	107.	18.77	11.84
SES 2	96.	29.33	17.58	96.	31.07	19.72	96.	30.26	18.17
GIRLS	101.	26.22	14.16	101.	27.02	17.07	101.	26.62	15.27
BOYS	102.	21.77	14.54	102.	23.08	15.77	102.	22.42	14.74
GRADE 6, TOTAL	225.	30.19	15.99	225.	31.24	21.14	225.	30.70	18.02
SES 1	121.	25.84	14.98	121.	26.19	20.86	121.	26.02	17.53
SES 2	104.	34.55	17.01	104.	36.29	21.42	104.	35.38	18.51
GIRLS	101.	31.10	15.67	101.	34.25	21.01	101.	32.67	17.81
BOYS	124.	29.29	16.32	124.	28.23	21.27	124.	28.74	18.24
GRADE 8, TOTAL	200.	21.39	12.82	200.	19.22	17.29	200.	20.34	14.33
SES 1	100.	12.37	9.34	100.	12.93	11.41	100.	12.72	10.03
SES 2	100.	30.41	16.30	100.	25.51	23.17	100.	27.96	18.63
GIRLS	103.	21.23	11.22	103.	19.65	14.84	103.	20.46	12.32
BOYS	97.	21.55	14.42	97.	18.79	19.74	97.	20.22	16.34
TOTAL SES 1	328.	18.96	11.81	328.	19.38	15.13	328.	19.17	13.13
TOTAL SES 2	300.	31.43	16.96	300.	30.95	21.43	300.	31.20	18.44
TOTAL GIRLS	305.	26.18	13.69	305.	26.97	17.64	305.	26.58	15.13
TOTAL BOYS	323.	24.20	15.09	323.	23.37	18.93	323.	23.79	16.44
SIGNIFICANT EFFECTS	**GRADE**	**SES**		**GRADE**	**SES**			**SES**	

GROUP REPORTED	PEER TO PEER NEGATIVE QUESTIONS 4,9,11,15,18			PEER TO TEACHER NEGATIVE QUESTIONS 8,12,16,19,21			TOTAL NEGATIVE QUESTIONS 4,8,9,11,12,15,16,18,19,21		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	203.	17.85	11.63	203.	21.16	15.92	203.	19.51	13.00
SES 1	107.	21.66	12.33	107.	27.13	16.45	107.	24.43	13.83
SES 2	96.	14.04	10.93	96.	15.18	15.39	96.	14.59	12.16
GIRLS	101.	13.28	7.82	101.	16.88	13.25	101.	15.08	9.52
BOYS	102.	22.42	15.44	102.	25.43	18.59	102.	23.94	16.48
GRADE 6, TOTAL	225.	19.99	14.58	225.	24.22	18.54	225.	22.07	15.59
SES 1	121.	22.13	13.31	121.	27.90	18.83	121.	24.97	15.11
SES 2	104.	17.84	15.85	104.	20.55	18.26	104.	19.17	16.08
GIRLS	101.	17.56	14.24	101.	22.67	18.20	101.	20.10	15.43
BOYS	124.	22.41	14.92	124.	25.77	18.89	124.	24.04	15.75
GRADE 8, TOTAL	200.	11.89	8.54	200.	20.44	15.12	200.	16.16	10.98
SES 1	100.	6.14	5.15	100.	6.71	7.12	100.	6.42	5.69
SES 2	100.	17.65	11.93	100.	34.16	23.12	100.	25.90	16.26
GIRLS	103.	9.56	6.93	103.	18.21	13.14	103.	13.87	9.14
BOYS	97.	14.23	10.15	97.	22.66	17.10	97.	18.45	12.81
TOTAL SES 1	328.	16.64	10.26	328.	20.58	14.13	328.	18.60	11.55
TOTAL SES 2	300.	16.51	12.91	300.	23.29	18.93	300.	19.89	14.83
TOTAL GIRLS	305.	13.47	9.66	305.	19.26	14.87	305.	16.35	11.37
TOTAL BOYS	323.	19.69	13.50	323.	24.62	18.19	323.	22.15	15.01
SIGNIFICANT EFFECTS		**SEX**			**SEX**			**SEX**	

MEAN PEER NOMINATION INVENTORY RATINGS

FIGURE 1 - SEX

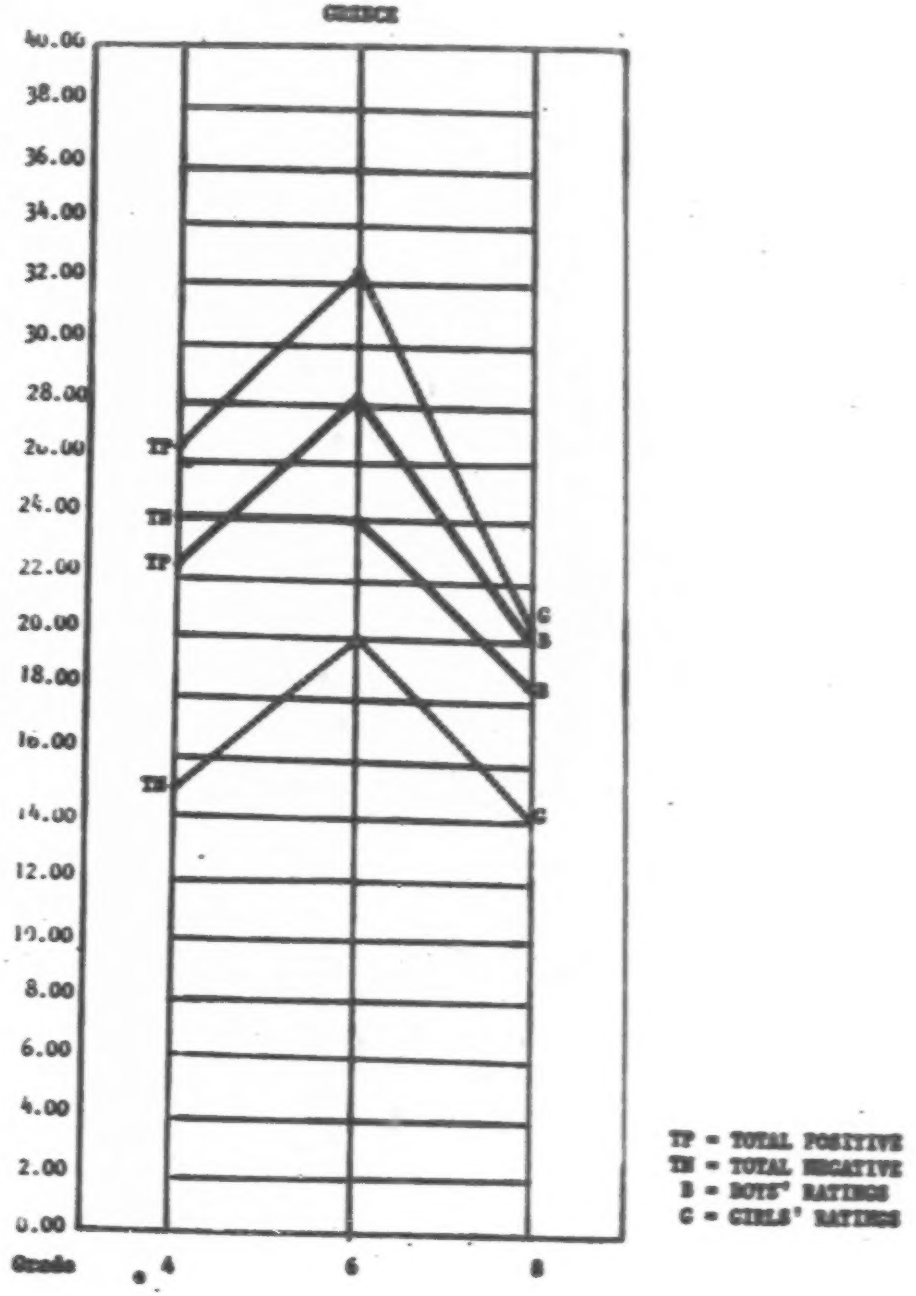

FIGURE 2 - SES

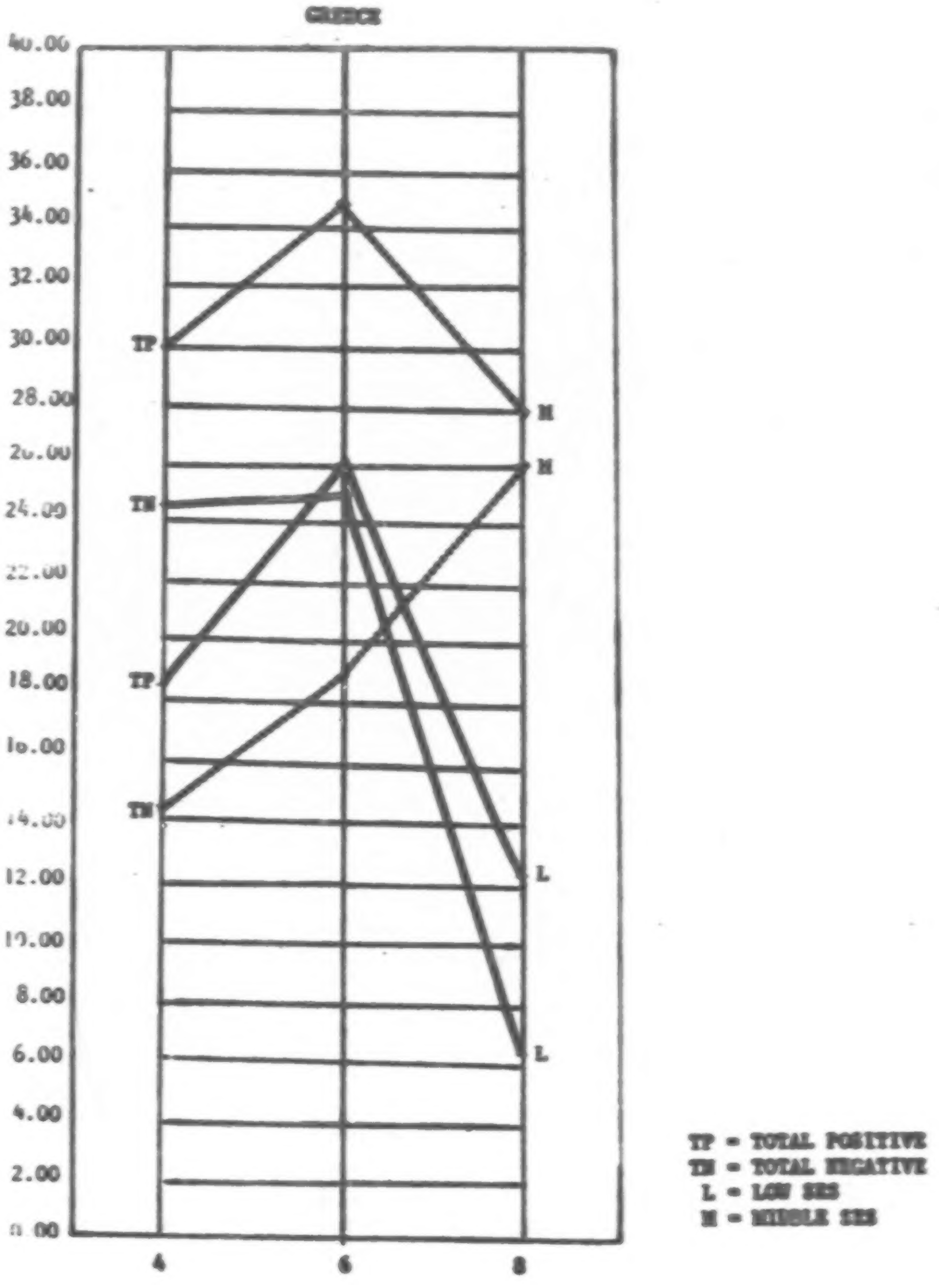

TABLE II

GREECE

Corrleation Coefficients Between Ratings of Positive Behavior by Grade, SES, Sex

	Grade	Total Positive				Peer to Teacher Positive			
	Sex	G		B		G		H	
	SES	Lo	Hi	Lo	Hi	Lo	Hi	Lo	Hi
PP+	4	.98	.98	.97	.96	.93	.92	.88	.87
	6	.96	.97	.98	.94	.90	.90	.92	.82
	8	.94	.91	.96	.92	.82	.74	.88	.20
PT+	4	.98	.98	.97	.97				
	6	.98	.98	.98	.96				
	8	.97	.95	.97	.97				

TABLE III

GREECE

Correlation Coefficients Between Ratings of Negative Behavior by Grade, SES, Sex

	Grade	Total Negative				Peer to Teacher Negative			
	Sex	G		B		G		B	
	SES	Lo	Hi	Lo	Hi	Lo	Hi	Lo	Hi
PP-	4	.88	.80	.98	.94	.70	.54	.94	.81
	6	.89	.97	.92	.89	.71	.89	.78	.87
	8	.94	.76	.87	.91	.84	.54	.64	.80
PT-	4	.96	.94	.98	.96				
	6	.95	.98	.96	.93				
	8	.97	.96	.94	.97				

TABLE IV

GREECE

Correlation Coefficients Between Ratings of Positive and Negative Behavior by Grade, Social Status and Sex

		Peer to Peer Negative				Peer to Teacher Negative				Total Negative			
Sex		Girls		Boys		Girls		Boys		Girls		Boys	
SES	Grade	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
Peer to Peer Positive	4	-.25	-.17	-.25	-.34	-.44	-.37	-.31	-.32	-.40	-.33	-.29	-.35
	6	-.34	-.39	-.45	-.60	-.68	-.53	-.69	-.63	-.59	-.48	-.62	-.67
	8	-.34	-.33	-.04	-.49	-.40	-.32	-.24	-.68	-.37	-.37	-.18	-.64
Peer to Teacher Positive	4	-.19	-.15	-.14	-.23	-.46	-.47	-.25	-.34	-.39	-.40	-.20	-.30
	6	-.23	-.37	-.35	-.40	-.65	-.58	-.66	-.68	-.52	-.50	-.56	-.60
	8	-.26	-.37	-.02	-.50	-.34	-.63	-.33	-.75	-.30	-.62	-.20	-.70
Total Positive	4	-.22	-.16	-.20	-.30	-.46	-.43	-.30	-.34	-.40	-.38	-.26	-.34
	6	-.28	-.39	-.40	-.51	-.68	-.58	-.68	-.69	-.56	-.50	-.60	-.66
	8	-.30	-.38	-.01	-.52	-.38	-.53	-.30	-.76	-.34	-.54	-.20	-.71

TABLE V

GREECE

Correlation Coefficients Between PAR Status Indices and PNI Indices

PAR Aggressors Ratings

		Girls			Boys		
		AaC	CaA	CaC	AaC	CaA	CaC
PNI							
PP+	4	-.11	.19*	.31*	-.15	.12	-.15
	6	-.21*	.26*	.26*	.04	.09	.26*
	8	.18	.04	.25*	.13	.20*	.28*
PT+	4	-.14	.21*	.29*	-.17	.13	-.13
	6	-20*	.27*	.24*	-.00	.22*	.30*
	Grade 8	.09	.09	.20*	.04	.13	.21*
PP-	4	-.00	-.06	-.17	.17	-.10	.07
	6	.32*	-.28*	-.15	-.12	.15	-.04
	8	.16	-.10	.04	.25*	-.21*	-.05
PT-	4	.03	-.13	-.23*	.16	-.13	.02
	6	.33*	-.35*	-.18	-.09	-.14	-.22
	8	.40*	-.12	.12	.31*	-.22*	-.02

$^{*}p \leq .05$.

TABLE V (Con't)

GREECE

PAR Victims Ratings

		Girls			Boys		
		AaC	CaA	CaC	AaC	CaA	CaC
PNI	Grade						
PP+	4	.07	-.26*	-.25*	.12	-.14	.22*
	6	.21*	-.18	-.12	.08	.14	-.07
	8	-.13	.19*	-.00	.16	.16	.11
PT+	4	.10	-.29*	-.27*	.16	-.14	.22*
	6	.23*	-.21*	-.10	.02	.13	.04
	8	-.03	.08	-.05	.05	.14	.02
PP-	4	-.01	.05	.11	-.13	.04	-.14
	6	-.21*	.29*	.16	.04	-.19*	-.05
	8	-.04	.14	.10	.05	.14	.02
PT-	4	-.07	.25*	.21*	-.15	.11	.08
	6	-.26*	.33*	.14	-.02	-.06	.06
	8	-.35*	.23*	-.04	-.04	.28*	.27*

$^{*}p < .05$.

TABLE VI

GREECE

Correlation Coefficients Between PAR Set Indices and PNI Indices

PAR Aggressor Ratings

Girls

PNI	Grade	TsC	PosC	PsC	PhC	CsC	ChC	CsP	CsPo	CsT
PP+	4	-.06	-.11	-.12	-.06	.28*	.31*	.20*	.13	.17
	6	-.23*	-.26*	-.36*	.07	.11	.34*	.32*	.15	.22*
	8	.12	-.07	.07	.29*	.24*	.19	.04	.11	.02
PT-	4	-.11	-.16	-.16	-.07	.25*	.29*	.22*	.13	.18
	6	-.18	-.23*	-.35*	.05	.10	.32*	.34*	.15	.21*
	8	.00	-.02	.04	.14	.20*	.15	.03	.12	.12
PP-	4	.04	-.03	.10	-.12	-.09	-.23*	-.09	.04	-.12
	6	.42*	.28*	.32*	.13	-.10	-.16	-.25*	-.18	-.33*
	8	.22*	-.04	-.99	.20*	-.06	.10	-.01	-.08	-.19*
PT-	4	.10	.06	.13	-.07	-.18	-.25*	-.15	-.05	-.20*
	6	.33*	.33*	.38*	.11	-.08	-.23*	-.39*	-.21*	-.35*
	8	.36*	-.10	.18	.52*	-.05	.24*	-.11	.01	-.22*

Boys

PNI	Grade	TsC	PosC	PsC	PhC	CsC	ChC	CsP	CsPo	CsT
PP+	4	-.08	-.06	-.14	-.16	-.10	-.16	-.11	.10	.11
	6	-.03	.01	.01	.08	.18	.27*	.08	.14	.04
	8	-.19	-.28*	.08	.38*	.11	.35*	.22*	.21*	.09
PT+	4	-.15	-.12	-.16	-.13	-.12	-.12	.11	.10	.13
	6	-.06	-.01	-.04	.05	.25*	.28*	.20*	.23*	.18
	8	-.15	-.30*	.08	.20*	.10	.24*	.14	.13	.07
PP-	4	.12	.04	.14	-.19	.09	.03	-.15	-.02	-.05
	6	-.12	-.11	-.17	-.05	-.05	-.02	.17	.09	.13
	8	.07	.04	.13	.34*	-.06	-.04	-.19	-.15	-.23*
PT-	4	.07	.04	.14	-.19	.01	-.07	-.20*	-.09	-.10
	6	-.09	-.06	-.11	-.06	-.20*	-.18	-.12	-.12	-.13
	8	.16	.18	.13	.38*	.03	-.02	-.20*	-.18	-.23*

*$p < .05$.

TABLE VI (Con't)

GREECE

PAR Victims Ratings

Girls

PNI	Grade	TsC	PosC	PsC	PhC	CsC	ChC	CsP	CsPo	CsT
PP+	4	.08	.11	.04	.06	-.25*	-.22*	-.23*	-.23*	-.25*
	6	.20*	.20*	.27*	.08	-.07	-.16	-.13	-.16	-.21*
	8	-.14	.08	-.12	-.18	-.02	.02	.23*	.01	.22*
PT+	4	.15	.14	.06	.06	-.27*	-.24*	-.27*	-.26*	-.27*
	6	.17	.23*	.28*	.13	-.07	-.13	-.17	-.19*	-.23*
	8	.06	.07	-.03	-.12	-.00	-.06	.11	-.01	.09
PP-	4	.05	.02	-.10	.05	.08	.12	.07	.04	.02
	6	-.35*	-.08	-.25*	-.08	.16	.14	.25*	.21*	.35*
	8	-.14	.02	-.07	.01	.00	.15	.11	.10	.17
PT-	4	-.06	-.01	-.13	-.00	.18	-.21*	.25*	.17	.24*
	6	-.30*	-.16	-.32*	-.13	.11	.16	.29*	.24*	.36*
	8	-.40*	-.09	-.31*	-.33*	-.07	-.02	.24*	.07	.28*

Boys

PNI	Grade	TsC	PosC	PsC	PhC	CsC	ChC	CsP	CsPo	CsT
PP+	4	.07	.09	.07	.15	.19*	.20*	-.10	-.10	-.20*
	6	.11	.04	.09	.05	-.05	-.08	.15	.13	.12
	8	.26*	.23*	.14	.02	.22*	-.01	.11	.21*	.12
PT+	4	.17	.17	.11	.14	.20*	.19*	-.09	-.11	-.18
	6	.15	.07	.14	.10	-.09	-.15	.03	.08	-.00
	8	.11	.12	.02	-.00	.09	-.05	.09	.21*	.10
PP-	4	-.08	-.07	-.13	-.12	-.16	-.08	.08	-.05	.06
	6	.03	.07	.07	.00	.01	-.10	-.21*	-.11	-.17
	8	.08	-.00	-.06	-.11	.36*	.15	.22*	.23*	.32*
PT-	4	-.06	-.09	-.15	-.16	-.12	-.03	.15	.01	.11
	6	-.00	.03	.03	-.02	.04	-.02	-.13	-.06	-.12
	8	.09	-.03	.02	-.15	.34*	.16	.22*	.20*	.31*

$^{*}p \leq .05$.

TABLE VII

GREECE

Correlation Coefficients Between PAR Sex Indices and PNI Indices

PAR Aggressors Ratings

PNI	Grade	Girls				Boys			
		MaM	MaF	FaM	FaF	MaM	MaF	FaM	FaF
PP+	4	.10	.20*	.16	.18	-.07	-.18	-.01	-.13
	6	.09	.19*	.04	.16	.17	.20*	.17	.12
	8	.12	.41*	.02	.22*	.25*	.24*	.38*	.26*
PT+	4	.04	.18	.18	.15	-.06	-.20	-.01	-.11
	6	.06	.24*	-.02	.19	.22*	.18	.28*	.16
	8	.08	.28*	.08	.11	.11	.16	.20*	.21*
PP-	4	-.08	-.20*	-.04	-.10	.10	.12	-.06	.16
	6	.03	-.01	.02	-.10	.03	-.09	-.07	.06
	8	.00	.09	.00	.16	.10	.11	-.06	-.03
PT-	4	-.10	-.16	-.16	-.12	.01	.12	-.15	.10
	6	.03	-.08	.00	-.16	-.15	-.19*	-.27*	-.11
	8	.18	.34*	-.00	.35*	.17	.13	-.04	-.03

$^*p < .05$.

TABLE VII (Con't)

GREECE

PAR Victims Ratings

	Grade	Girls				Boys			
		MaM	MaF	FaM	FaF	MaM	MaF	FaM	FaF
PNI									
PP+	4	-.05	-.22*	-.19	-.20*	.01	.14	.10	.20*
	6	.05	-.01	.01	-.00	.08	.00	.15	.02
	8	.09	-.24	.17	.01	.16	.14	.12	.20
PT+	4	-.25*	-.08	-.19	-.23*	.03	.18	.11	.17
	6	.08	-.02	.06	-.04	-.01	.02	.11	.02
	8	.10	-.16	.07	-.04	.07	.01	.12	.11
PP-	4	.04	.01	.22*	.01	-.14	-.14	.03	-.15
	6	.04	.10	.06	.02	-.04	.01	-.08	-.16
	8	.10	-.02	.08	.18	.16	.07	.12	.24*
PT-	4	.17	.11	.19	.17	-.06	-.16	.05	-.13
	6	-.02	.04	.03	.04	.01	.05	-.02	-.09
	8	-.08	-.29*	.03	-.09	.16	.09	.06	.22*

$^*p < .05$.

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Introduction

As stated earlier in the Chapter on methodology, PNI., (Peer Nomination Inventory) was used to determine the aggressive and compliant behaviour of the children in the School. The means used to ascertain this was to get the nomination of the classmates regarding the behaviour in the Class Room towards other students and towards the teacher.

Positive Ratings

Total Positive Index

We can now analyze the results regarding the total positive scores irrespective of whether the compliance is regarding the behaviour to the peers in the group or towards the teacher in the class room; for example, whether one is fair to the classmates, helps them, is friendly and gets along with others, or whether one helps the teacher without being asked, studies hard, is seldom scolded by the teacher and who generally obeys the teacher. (Table 1)

A. Age Differences

The results clearly show that such compliance increases in a linear way with age from 14.35 in grade 4 to 23.92 in grade 8. This may be an indication of the growth in children or the influence of long exposure to the school environment, its rules and regulations etc., or to both. (Table 1).

B. Sex Differences

There is hardly any difference between the girls (18.27) and the boys (18.05) when we take the two groups in their entirety.

C. SES Differences

On the other hand, we find some influence of status. On the whole the lower group children (19.48) are more compliant than the higher group (16.84). (Fig. 2). A sex by grade interaction occurs because there is hardly any difference between the girls of the three grades but a definite improvement in the boys from 6th to 8th grade, in their degree of total positive behavior (Table 1 and Figs. 1 and 2).

Peer to Peer and Peer to Teacher Positive Indices

We can now proceed to analyze the trends in the sub-groups.

A. Age Differences

There is a slight increase in score from grade 4(14.81) to grade 6(15.88), but a great increase from grade 6 to grade 8(23.70) in compliant behaviour.

To what extent do children help the teacher, obey him and so on?

There is a linear increase in compliance from grade to grade, in total scores for each grade.

B. Sex Differences

The sex differences for all positive scores are minimal.

Positive sex by grade interactions appear for both the PP+ and PT+ indices. Both interactions are primarily caused by a sharp rise in compliant behavior for boys in the eighth grade (Table 1). Clearly Indian boys learn cooperative class room behavior later than girls.

C. SES Differences

There is a marked difference between the higher group (16.16) and the lower group (20.11) on PP+ scores (Table 1). Thus, schooling seems to have a more positive effect on positive peer-to-peer behavior for the lower SES children than the higher.

However, there is not much difference between the two SES groups for the PT+ scores.

D. Correlations Among Total Positive, Peer to Peer Positive, and Peer to Teacher Positive Ratings

The correlation coefficients indicate that positive ratings were highly interrelated in all the subgroups of the sample. (Table II).

The total positive scores are related very highly to total positive scores in peer to peer relations as well as in peer to teacher relations. In other words, those who are fair to their classmates, help them and get along with them are also those who generally obey their teacher, study hard and are seldom scolded by the teacher.

Grade, sex and social status appear to have no effect on these relationships. The only exceptions appear to be the relation between Peer to Peer ratings and Peer to Teacher ratings among the girls of high social status in grade 6(0.76) and grade 8(0.66) and the boys of grade 8 of low status (0.77). But even these coefficients are high.

Thus compliance appears to be a general characteristic which pervades the relation to classmates and to teachers.

Negative Ratings

Total Negative Index

The negative or non-compliant questions ask the subjects to name the children who insult other children, who do not obey the teacher, who make rude gestures to others, who do not get along with others, whom the teacher often scolds, who often start fights, who make fun of the teacher, who do not work well, who disturb the class when the lesson is going on, etc., (Table 1 Figs. 1 and 2).

A. Age Differences

The results show that age has hardly any influence on non-compliant behaviour. The data show a curvilinear form with a slight decrease in grade 6 but the scores are about the same in grades 4 and 8.

B. Sex Differences

Here also there is hardly any difference though the score for girls (9.58) is slightly lower than that of boys (10.28).

C. SES Differences

Here again there is very little difference between the children of the lower (10.51) and of the higher (9.34) groups.

Peer to Peer and Peer to Teacher Negative Indices

There are no age, sex or SES differences for any of the negative ratings (Table 1 and Figs. 1 and 2).

For Indian children negative behavior is apparently learned earlier and is more stable than positive behavior. However minor differences do occur.

A. Age Differences

There is hardly any difference between the three grades indicating the non-compliant behaviour towards the peer remains practically constant though the age increases.

There is a slight increase in non-compliance to teachers with increase in age, though it is curvilinear.

B. Effect of Sex

Boys appear to be slightly more non-compliant than girls for both indices.

C. Effect of Status

Children of the low SES group are slightly more non-compliant than the children of the high SES group for both indices.

D. Correlations Among Total Negative, Peer to Peer Negative, and Peer to Teacher Negative Ratings

The peer-to-peer negative ratings correlate very highly with peer-to-teacher negative ratings and total negative ratings.

These coefficients show that there is a consistency in non-compliant behaviour as well as compliant behaviour (Table III).

Summary

A. Correlations Among the Positive and Negative Ratings

In all the nine sub-tables we find: (Table IV)

a) In general the correlations are low and negative.

b) The negative correlations, among the girls of grade 8 whether of the low or the high status, are between -0.25 and -0.47.

c) Among the boys of high status of grades 6 and 8 the correlations are positive and range between 0.24 and 0.51.

d) In grade 4, generally the boys of low status get low positive correlations. In the other cases, the correlations are generally low negative with a few exceptions.

e) In general all the sub-groups of grade 6 except the boys of high status get low negative correlations.

f) In general all the sub-groups of grade 8 except the boys of low status get either high positive or high negative correlations.

B. Summary and Discussion of the Total PNI

In general the grade 8 children are more compliant towards the peers as well as towards the teachers than the children of the lower grades. This appears to be the one positive result of increase in age on the one hand and increase in education on the other.

The non-compliance scores show that generally non-compliance towards teachers is more than the non-compliance towards peers.

As regards sex there is either no difference or hardly any difference between the two groups in compliance scores as well as in non compliance scores.

Thus these results negate the general impression that boys are more turbulant and girls more docile.

There is hardly any effect of status except that the low group children are definitely more compliant in peer to peer relations than the children of high group.

However, an outstanding result of the study is that the boys of the low group give the highest compliance scores both in their relation to other children and to the teachers.

These results also negate the general impression that the children of the low status groups are more turbulant than the children of the high status group.

Relationship Between PAR and PNI Wrongness Judgments and Classroom Behavior

The PAR-PNI correlations show the relationship between the children's attitudes towards aggressive interpersonal exchanges as measured by PAR and their classmates' assessments of their overt expressions of compliant and noncompliant behavior as assessed by the PNI.

A. Status

Aggressors ratings. Table V gives the correlation coefficients between the attitudes toward aggressors' wrongness as a function of status and the PNI indices measuring compliant or noncompliant behavior in the classroom. An examination of Table V shows that only 13 of the 72 correlations are significant above the 5% level. Eight of them are between positive or compliant behavior and ratings of condemnation of aggressors. There is a slight indication that girls' judgments of the severity of adult aggressors are more closely related to their classroom behavior, while boys judgments of child aggressors appear to be more highly correlated with classroom behavior.

Four out of the five significant correlations of the noncompliant PNI indices are with ratings of childrens judgments of child aggression to adults. There is hardly any difference shown between the sex groups, however, there is some indication that the correlation becomes stronger as children grow older, since 11 out of the 13 significant correlations occur for 8th grade children.

Victims ratings. Table V also gives the correlations between the PNI indices and ratings of the wrongness of the victims of the status indices. Here 15 out of the 72 correlations are significant at the 5% level. Nine of the 15 significant correlations are with the positive or compliant PNI indices, indicating again that the more compliant children tend to be more severe than the noncompliant children in judging the wrongness of victims of aggression. There is also some indication in the pattern of correlations that these relationships are stronger for girls than for boys, since 10 of the 15 significant correlations are for girls' judgments. Again we find that the older children tend to have stronger correlations between their attitudes and their behavior since 10 out of the 15 significant correlations of the victims ratings appear in the 8th grade children.

B. Set

Aggressors ratings. In Table VI of the 216 correlations between the status and role on set indices and PNI indices, 36 are significant at the 5% level. Of these 36 significant correlations, 22 occur for girls and 14 for boys, indicating a higher degree of correlation between attitude and behavior for girls than for boys. The correlations between PNI and PAR set indices for girls appear to be most predictive for judgments of the severity of adult aggressors whether they are teachers, policemen or parents. For boys, however, the correlations with PNI appear mostly in their judgment of child aggressors.

Victims ratings. In Table VI of the 216 correlations, 41 are significant at the 5% level. Of these 41 significant correlations, 24 are occur among girls and only 17 among boys, again indicating that girls attitudes are more predictive of their behavior. Unlike the findings of the aggressors ratings, we find that the girls correlations with the PNI indices appear mostly with respect to their ratings of child victims rather than adult victims. Boys also have more correlations between PNI and ratings of child victims. For boys then, the correlations with victims ratings are consistent with those of aggressor ratings. This, however, is not the case for girls. It is note worthy that there are five significant correlations for child scolding child situations among boys as compared with only one among girls.

Again it can be observed that the more compliant children are more severe in estimating the wrongness of victims. The relationship between age and the strength of the correlations is also repeated, since 30 of the significant correlations occur for the 8th grade children. This pattern of correlations indicates again that there is a greater degree of correspondence between attitude and behavior for the older children.

C. Sex

Table VII gives the relationship between the PAR sex indices and the PNI indices.

Aggressors ratings. Only 12 of the 96 correlations were significant at the 5% level. All os these 12 significant correlations were between the PAR indices involving females and the compliant PNI indices. They indicate that the compliant children are more severe in their judgments of aggression involving females than the noncompliant children. For the PAR sex indices there are sex differences with respect to the age at which the significant correlations appear. Six of the seven significant correlations for girls occur in the fourth grade while all five significant correlations among boys occur in the eighth grade, indicating that _younger_ girls showed more association between their judgments of the wrongness of the sex indices and their behavior, while _older_ boys showed this effect.

Victims ratings. Of the 192 correlations with the victims ratings, only 7 were significant. Six of these correlations refer to the index, female being attacked by male, and one to male being attacked by male. There is hardly any difference between the number of significant correlations appearing for boys _vs_. girls. Four of the seven significant correlations occur for the noncompliant indices indicating, perhaps, that the noncompliant children feel that the victims should not have exposed himself or herself to the possibility of being attacked. Four of the correlations occurred in the eighth grade indicating again as children grow older there is more correspondence between their attitude and their behavior.

D. Summary

In general there are some relationships between compliant classroom behavior and condemnation of the wrongness of aggressors and victims. Compliant children are more severe in their condemnation of aggression, than are noncompliant children. Girls appear to be more severe in their condemnation of adult aggressors while boys appear to be more severe in their condemnation of child aggressors. Girls also appear to be somewhat more severe in their condemnation of victims than are boys. The older group showed greater correspondence between behavior and and attitude than the younger children, for both aggressors and victims ratings.

INDIA

TABLE I

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PNI INDICES.

GROUP REPORTED	PEER TO PEER POSITIVE QUESTIONS 6,13,17,20			PEER TO TEACHER POSITIVE QUESTIONS 5,7,10,14			TOTAL POSITIVE QUESTIONS 5,6,7,10,13,14,17,20		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	14.81	15.03	241.	13.87	14.83	241.	14.35	14.66
SES 1	134.	14.63	13.27	134.	12.95	13.74	134.	13.82	13.16
SES 2	107.	15.00	16.79	107.	14.78	15.91	107.	14.88	16.16
GIRLS	108.	17.49	16.70	108.	15.75	15.85	108.	16.62	16.03
BOYS	133.	12.14	13.36	133.	11.98	13.80	133.	12.07	13.29
GRADE 6, TOTAL	260.	15.88	13.60	260.	16.44	15.59	260.	16.21	14.06
SES 1	154.	18.82	16.00	154.	16.38	17.54	154.	17.64	16.39
SES 2	106.	12.95	11.20	106.	16.50	13.64	106.	14.78	11.74
GIRLS	113.	16.89	14.96	113.	20.41	17.28	113.	18.66	15.52
BOYS	147.	14.87	12.23	147.	12.46	13.90	147.	13.76	12.60
GRADE 8, TOTAL	199.	23.70	15.01	199.	24.11	15.76	199.	23.92	14.62
SES 1	96.	26.88	16.99	96.	27.08	17.53	96.	27.00	16.55
SES 2	103.	20.53	13.02	103.	21.15	13.98	103.	20.85	12.69
GIRLS	102.	20.03	15.59	102.	18.85	12.50	102.	19.53	13.30
BOYS	97.	27.37	14.43	97.	29.38	19.02	97.	28.32	15.94
TOTAL SES 1	384.	20.11	15.42	384.	18.80	16.27	384.	19.48	15.37
TOTAL SES 2	316.	16.16	13.67	316.	17.48	14.51	316.	16.84	13.53
TOTAL GIRLS	323.	18.14	15.75	323.	18.34	15.21	323.	18.27	14.95
TOTAL BOYS	377.	18.13	13.34	377.	17.94	15.57	377.	18.05	13.94
SIGNIFICANT EFFECTS		GRADE							

GROUP REPORTED	PEER TO PEER NEGATIVE QUESTIONS 4,9,11,15,18			PEER TU TEACHER NEGATIVE QUESTIONS 8,12,16,19,21			TOTAL NEGATIVE QUESTIONS 4,8,9,11, 12,15,16,18,19,21		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	241.	9.07	10.57	241.	10.97	11.30	241.	10.06	10.40
SES 1	134.	8.62	9.57	134.	10.66	9.42	134.	9.71	9.06
SES 2	107.	9.53	11.56	107.	11.28	13.18	107.	10.41	11.74
GIRLS	108.	8.72	12.21	108.	10.50	12.73	108.	9.65	12.14
BOYS	133.	9.43	8.92	133.	11.44	9.86	133.	10.47	8.66
GRADE 6, TOTAL	260.	8.52	10.11	260.	9.29	11.50	260.	8.92	10.47
SES 1	154.	9.49	10.04	154.	10.98	11.30	154.	10.23	10.22
SES 2	106.	7.55	10.18	106.	7.60	11.70	106.	7.62	10.71
GIRLS	113.	8.13	11.22	113.	9.53	12.67	113.	8.88	11.58
BOYS	147.	8.91	9.00	147.	9.05	10.33	147.	8.97	9.36
GRADE 8, TOTAL	199.	9.40	10.99	199.	12.23	11.65	199.	10.80	10.76
SES 1	96.	10.76	11.07	96.	12.57	11.23	96.	11.60	10.56
SES 2	103.	8.04	10.91	103.	11.90	12.06	103.	9.99	10.96
GIRLS	102.	8.72	11.46	102.	11.61	12.48	102.	10.20	11.31
BOYS	97.	10.07	10.52	97.	12.86	10.82	97.	11.39	10.21
TOTAL SES 1	384.	9.62	10.23	384.	11.40	10.65	384.	10.51	9.94
TOTAL SES 2	316.	8.37	10.88	316.	10.26	12.31	316.	9.34	11.14
TOTAL GIRLS	323.	8.52	11.63	323.	10.54	12.63	323.	9.58	11.67
TOTAL BOYS	377.	9.47	9.48	377.	11.12	10.34	377.	10.28	9.41
SIGNIFICANT EFFECTS									

MEAN PEER NOMINATION INVENTORY RATINGS

FIGURE 1 - SEX

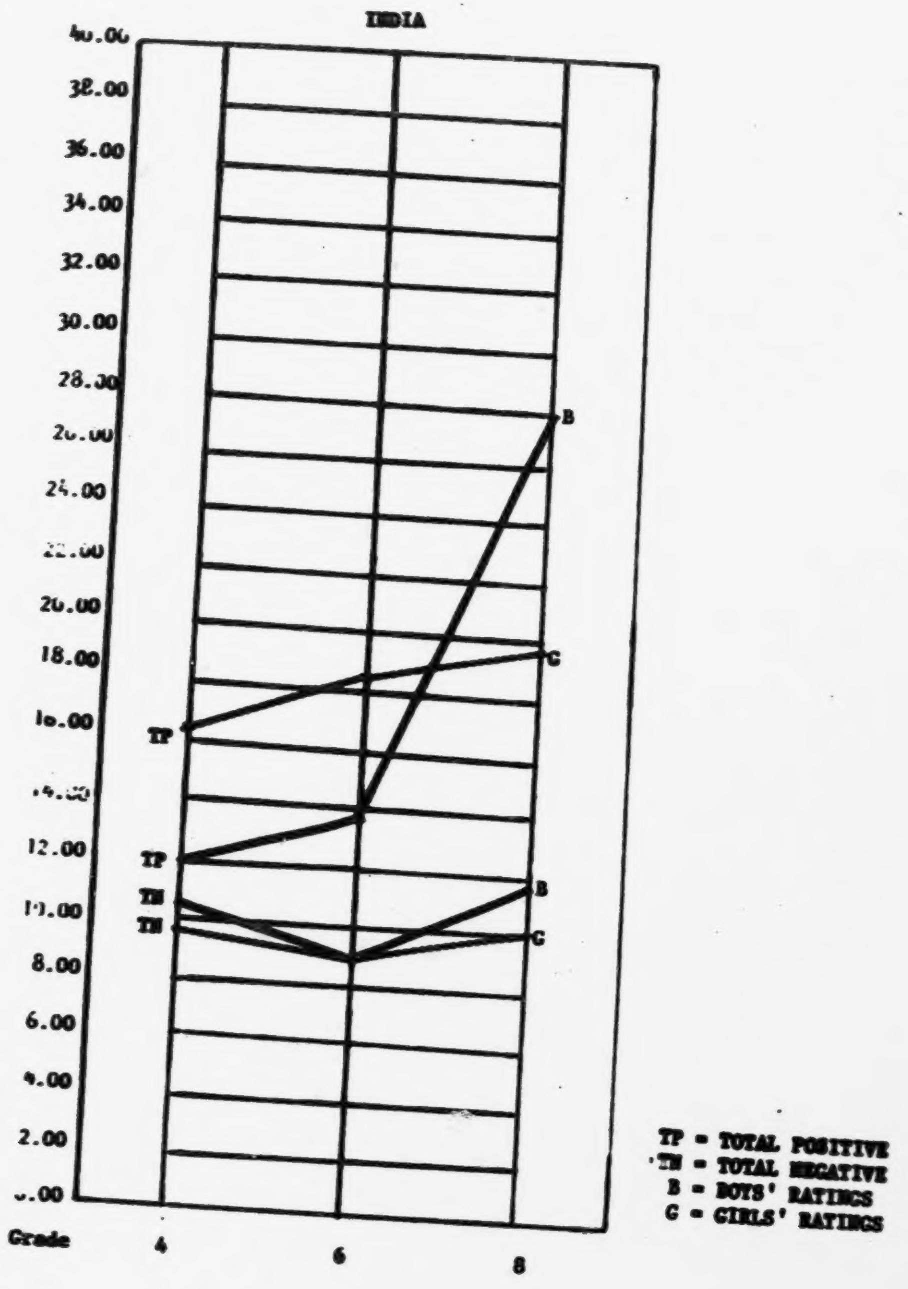

FIGURE 2 - SES

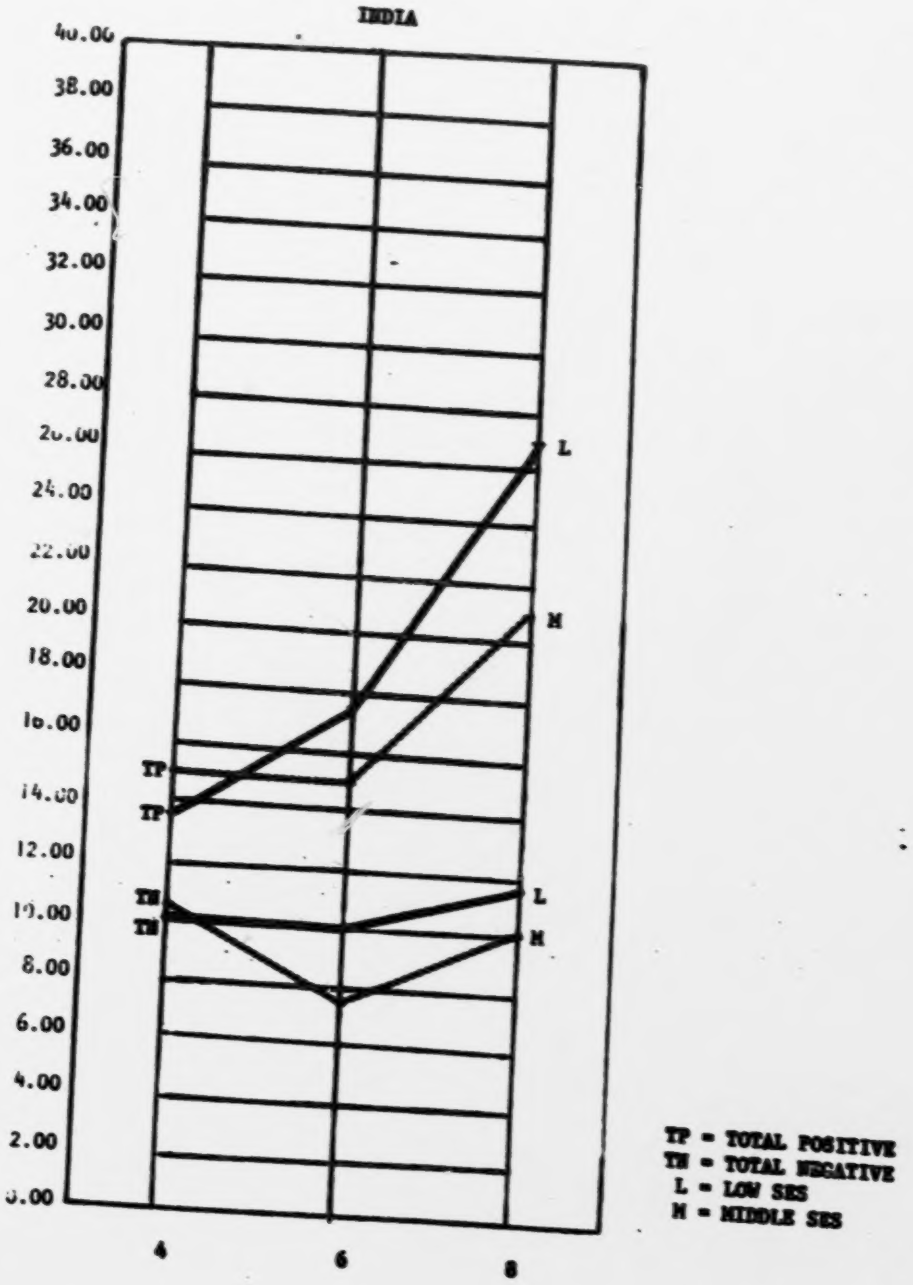

TABLE II

INDIA

Correlation Coefficient Among Ratings of Positive Behavior, by Grade, Social Status and Sex

		Total Positive				Peer to Teacher Positive			
Sex		Girls		Boys		Girls		Boys	
SES		Low	High	Low	High	Low	High	Low	High
Peer to Peer Positive	Grade 4	.99	.99	.96	.98	.94	.95	.87	.93
	6	.98	.92	.97	.95	.93	.76	.90	.83
	8	.98	.93	.92	.95	.91	.66	.77	.87
Peer to Teacher Positive	4	.98	.99	.97	.98				
	6	.98	.95	.98	.96				
	8	.97	.88	.95	.98				

P < .01 for all correlations.

TABLE III

INDIA

Correlation Coefficient Among Ratings of Negative Behavior by Grade, Social Status and Sex

		Total Positive				Peer to Teacher Positive			
Sex		Girls		Boys		Girls		Boys	
SES		Low	High	Low	High	Low	High	Low	High
Peer to Peer Negative	4	.97	.98	.95	.86	.88	.91	.80	.59
	6	.94	.97	.95	.97	.81	.90	.84	.92
	8	.93	.94	.95	.95	.75	.80	.82	.82
	Grade								
Peer to Teacher Negative	4	.97	.98	.95	.91				
	6	.96	.98	.96	.98				
	8	.94	.96	.96	.95				

$p < .01$ for all correlations.

TABLE IV

INDIA

Correlation Coefficients Between Ratings of Positive and Negative Behaviors by Grade, Social Status and Sex

		Peer to Peer Negative				Peer to Teacher Negative				Total Negative			
	Sex	Girls		Boys		Girls		Boys		Girls		Boys	
	SES	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
Peer to Peer Positive	4	-.18	-.22*	.10	-.14	-.25*	-.28*	.13	-.19	-.23*	-.25*	.12	-.18
	6	-.07	-.16	.05	.32*	-.24*	-.19*	-.05	.24*	-.17	-.17	-.00	.28*
	8	-.36*	-.30*	-.10	.30*	-.47*	-.29*	-.15	.39*	-.44*	-.31*	-.14	.36*
Peer to Teacher Positive	4	-.15	-.15	.04	-.03	-.18	-.26*	.05	-.05	-.17	-.21*	.05	-.05
	6	-.01	.06	.07	.27*	-.19	.07	-.03	.30*	-.12	.08	-.02	.29*
	8	-.25*	-.19*	.03	.39*	-.35*	-.24*	.07	.51*	-.31*	-.23*	-.05	-.46*
Total Positive	4	-.17	-.18	.07	-.08	-.21*	-.27*	.09	-.12	-.20*	-.23*	.09	-.12
	6	-.04	-.04	.06	.31*	-.21*	-.04	-.04	.28*	-.14	-.03	.01	.30*
	8	-.31*	-.27*	-.07	.36*	-.42*	-.30*	-.11	.48*	-.39*	-.30*	-.10	.43*

[*] P < .05.

Table V

India

Correlation Between PAR Status Indices and PNI Indices

PAR Aggressors Ratings

PNI	Grade	Girls AaC	Girls CaA	Girls CaC	Boys AaC	Boys CaA	Boys CaC
PP+	4	-.26*	-.10	-.16	-.09	.10	.14
	6	.02	.06	.01	-.07	.13	.11
	8	-.33*	.14	-.11	-.27*	-.17*	-.32*
PT+	4	-.27*	-.08	-.15	-.05	.10	.14
	6	-.00	-.02	-.02	-.10	.12	.07
	8	-.15	.13	.06	-.07	-.22*	-.19*
PP-	4	.01	-.04	-.02	-.06	-.07	-.04
	6	.16	-.08	.06	-.06	-.01	-.02
	8	.20*	-.24*	-.00	.04	-.28*	-.13
PT-	4	.07	.02	-.01	-.00	.02	.03
	6	.17	-.07	.06	.04	-.02	-.03
	8	.14	-.27*	-.02	.03	-.33*	-.12

PAR Victim Ratings

PNI	Grade	Girls AaC	Girls CaA	Girls CaC	Boys AaC	Boys CaA	Boys CaC
PP+	4	.18	-.06	.01	.15	.08	.00
	6	-.20*	-.08	-.10	-.01	-.01	-.27*
	8	.28*	-.31*	.13	.14	-.07	.22*
PT+	4	.19*	-.06	-.00	.07	.02	-.04
	6	-.08	-.05	-.01	-.01	-.10	-.22*
	8	.21*	-.25*	.07	.03	.07	.12
PP-	4	.10	.06	.09	.06	.02	.08
	6	-.04	.10	.00	.02	.09	.06
	8	-.04	.23*	.20*	-.02	.30*	.15
PT-	4	.14	.08	.18*	.06	.06	.09
	6	-.03	.03	-.04	.01	.07	.04
	8	-.06	.17	.10	-.01	.37*	.18*

* $p \leq .05$

Table VI

India

Correlation Coefficients Between PAR Set Indices and PNI Indices

PAR Aggressor Ratings

Girls

PNI	Grade	TsC	PosC	PsC	PhC	CsC	ChC	CsP	CsPo	CsT
PP+	4	-.31*	-.26*	-.16	-.24*	-.11	-.18*	-.07	-.10	-.09
	6	.11	.02	-.01	-.05	.03	-.02	.05	.05	.07
	8	-.33*	-.21*	-.36*	-.25*	-.24*	.05	.16	.08	.07
PT+	4	-.33*	-.27*	-.15	-.26*	-.11	-.17	-.07	-.07	-.09
	6	.06	.04	-.01	-.05	.02	-.06	-.04	-.04	-.06
	8	-.11	-.07	-.21	-.11	-.04	.13	.14	.10	.05
PP-	4	-.01	.01	.00	.03	.04	-.09	-.06	.01	-.03
	6	.27*	.04	.12	.17	.04	.07	-.08	-.13	-.00
	8	.21*	.07	.27*	.13	.11	-.11	-.25*	.03	-.27*
PT-	4	.03	.07	.06	.08	.05	-.09	-.01	.07	.00
	6	.28*	.09	.12	.16	.04	.06	-.07	-.12	.01
	8	.15	.06	.19*	.08	.10	-.12	-.24*	-.13	-.30*

PAR Aggressor Ratings

Boys

PNI	Grade	TsC	PosC	PsC	PhC	CsC	ChC	CsP	CsPo	CsT
PP+	4	-.17	-.13	-.07	-.01	.10	.15	.10	.07	.11
	6	-.04	-.03	-.11	-.04	.09	.09	.10	.13	.13
	8	-.35*	-.03	-.22*	-.26*	-.33*	-.22*	-.26*	-.10	-.08
PT+	4	-.17	-.11	-.03	.03	.11	.15	.11	.07	.10
	6	-.06	-.07	-.13	-.08	.06	.05	.08	.14	.12
	8	-.15	.11	-.05	-.12	-.25*	-.08	-.27*	-.10	-.16
PP-	4	-.08	-.06	-.03	-.05	-.03	-.04	-.07	-.07	-.05
	6	-.08	-.12	-.07	.01	-.07	.03	-.06	.03	.03
	8	.08	.01	.06	.01	-.15	-.07	-.24*	-.22*	-.24*
PT-	4	-.01	.04	.01	-.03	.08	-.03	.01	.02	.03
	6	-.01	-.07	.05	.11	-.06	-.00	-.09	.05	.02
	8	.05	-.07	.07	.03	-.14	-.06	-.23*	-.32*	-.31*

* $p \leq .05$

Table VI (Cont'd)

India

Correlation Coefficients Between PAR Set Indices and PNI Indices

PAR Victim Ratings

Girls

PNI	Grade	TsC	PosC	PsC	PhC	CsC	ChC	CsP	CsPo	CsT
PP+	4	-.11	.11	.18	.18*	.06	-.05	-.06	-.00	-.08
	6	-.23*	-.20*	-.18	-.13	-.10	-.08	-.11	.02	-.11
	8	.19*	.19*	.28*	.28*	.27*	-.06	-.29*	-.26	-.25
PT+	4	.12	.13	.19*	.17	.03	-.03	-.06	-.02	-.08
	6	-.17	-.11	-.04	-.02	-.05	.04	-.05	.03	-.11
	8	.09	.12	.23*	.24*	.17	-.06	-.19*	-.30*	-.21
PP-	4	.06	.08	.11	.07	.07	.11	.04	.09	.06
	6	-.06	-.09	.08	-.10	-.02	-.02	-.10	-.09	.09
	8	-.19*	.04	-.06	.01	.09	.25*	.28*	.12	.16
PT-	4	.11	.16	.12	.09	.15	.20*	.07	.08	.06
	6	-.10	-.09	.04	-.07	-.06	-.04	.02	.02	.02
	8	-.20*	-.04	-.05	-.01	.04	.13	.22	.07	.10

PAR Victim Ratings

Boys

PNI	Grade	TsC	PosC	PsC	PhC	CsC	ChC	CsP	CsPo	CsT
PP+	4	.06	.22*	.22*	.05	-.00	.00	-.08	.08	.05
	6	.04	.01	-.07	.01	-.28*	-.21*	-.09	-.09	-.12
	8	.26*	-.12	.09	.18*	.28*	.12	.06	-.14	-.16
PT+	4	.05	.14	.14	-.03	-.06	-.03	.02	.03	-.01
	6	-.11	.01	-.07	.04	-.22*	-.17	-.08	-.10	-.09
	8	-.09	-.20*	-.00	.14	.16	.04	.16	-.01	-.03
PP-	4	.07	.08	.08	.02	.05	.10	-.00	.05	.04
	6	-.04	.09	-.00	.03	.01	.09	.15	.03	.00
	8	-.01	-.02	-.00	.01	.22*	.05	.22*	.24*	.35*
PT-	4	.01	.05	.07	.04	.06	.11	.05	.07	.06
	6	.01	.07	-.02	-.01	.01	.07	.12	-.01	.03
	8	-.06	-.05	.00	.05	.22*	.10	.29*	.34*	.34*

* $p \leq .05$

Table VII

India

Correlation Coefficients Between PAR Sex Indices and PNI Indices

PAR Aggression Ratings

PNI	Grade	Girls MaM	Girls MaF	Girls FaM	Girls FaF	Boys MaM	Boys MaF	Boys FaM	Boys FaF
PP+	4	-.16	-.18*	-.23*	-.22*	.00	.02	.09	.07
	6	.03	.06	-.04	-.01	.07	.06	.02	.00
	8	-.14	-.12	-.10	-.23*	-.17	-.33*	-.33*	-.33*
PT+	4	-.14	-.19*	-.22*	-.22*	.03	.06	.12	.06
	6	-.00	-.01	-.08	-.03	-.06	.00	-.01	-.02
	8	.03	.01	-.04	-.03	-.05	-.23*	-.17	-.21*
PP-	4	.05	-.07	-.03	.02	-.09	-.08	-.03	-.03
	6	.02	.09	.04	.05	-.08	-.03	-.01	-.05
	8	.09	-.10	.03	.06	-.06	-.14	-.13	-.15
PT-	4	.09	-.02	.02	.07	.01	-.01	.03	.03
	6	.03	.08	.06	.07	-.03	.03	.01	-.01
	8	.05	-.12	-.08	.06	-.12	-.10	-.12	-.17

PAR Victim Ratings

PNI	Grade	Girls MaM	Girls MaF	Girls FaM	Girls FaF	Boys MaM	Boys MaF	Boys FaM	Boys FaF
PP+	4	.09	.05	.06	.06	.17	.09	.06	.07
	6	-.15	-.18*	-.09	-.12	-.20*	-.11	-.07	-.22*
	8	.09	.12	-.02	.11	.09	.12	-.02	.11
PT+	4	.08	.04	.08	.05	.08	.03	-.03	.01
	6	-.07	-.06	-.01	.00	-.20	-.06	-.08	-.16
	8	.09	.04	.01	.04	.09	.04	.01	.04
PP-	4	.10	.10	.11	.06	.08	.08	.03	.07
	6	-.01	-.03	-.07	.07	.12	.06	.12	-.01
	8	.14	.22*	.12	.19*	.14	.22*	.12	.19*
PT-	4	.16	.16	.14	.12	.08	.08	.07	.07
	6	-.05	-.06	.04	-.01	.15	-.00	.07	-.04
	8	.02	.16	.12	.08	.02	.16	.12	.08

* $p \leq .05$

ITALY

Peer Nomination Inventory

Co-investigators for the Italian Chapter

Marcello Cesa-Bianchi, M.D.
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Chairman of the Institute of Psychology of the city of Milan

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Introduction

The Italian sample is made up of students attending the "Scoula Elementare" (fourth grade children) and the "Scoula Media" (sixth and eighth grade children).

The Italian school system depends upon the department of education. In each province the government is represented by a "provveditore" (supervisor). The "Scuola Elementare" begins at the age of six and consists of five yearly courses. There exists both public and private "Scuole Elementari" that generally have several classes for each grade. These classes are segregated by sex. A principal supervises the whole school. Each classroom has one teacher devoting himself to all subjects except music and religion (optional). The girls are taught by women; the boys are also taught by women for the 1st, 2nd grades and by men for the last three grades. Children have time to develop a good deal of attachment to the classroom teacher with whom they have long daily contacts through the years. The elementary school teachers are required to have a certificate that is received at the end of a special four year high school course following junior high school (totaling twelve years of schooling).

The "Scuola Media" follows the "Scuola Elementare". It too consists of public and private schools that are supervised by principals. Here also there are several classes for each grade, in general segregated by sex. The teachers are numerous, each of them treating the particular subjects in which they are competent. They are required to have a University degree (16-18 years of schooling).

Both "Scuola Elementare" and "Scuola Media" teachers have to undertake practical training and a number of qualifying State exams on competitive basis which eventually lead to tenure.

Until 1963 only the "Scuola Elementare" was compulsory. A statistical investigation indicates that in 1965 78.3% of all people working had not attended any schooling after the "Scuola Elementare".* Junior high schools were divided into two different categories: 1. the "Scuola Media" - allowing its students to enter any kind of high school. 2. The "Scuola d'Avviamento" - allowing students to enter only technical high schools.

A school reform in 1963 established a unique junior high school compulsory for everyone. It was called "Scuola Media Unica". This new "Scuola Media" was transformed as regards to structure, methods, and contents. Besides the traditional subjects, such as Italian, history, geography, Latin, mathematics and a foreign language, new subjects, inspired by more advanced pedagogical principles such as science, mechanical arts, music and art were added. To give an idea of the degree of transformation, Latin, previously considered to be basic knowledge and absolutely necessary for any further study, was reduced to an optional subject.

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*Riforma della Scuola - Aund X N3.

The reform has been accepted by the "Scuola Media" teachers in different ways. They are confronted with new programs, methods and pupils of different social status while their out-of-date training leaves them unprepared to cope with these new demands. Many teachers openly disapprove of the new system being unable to change their attitudes about the supremacy of the humanistic culture, and others find themselves unprepared to conform to it. The older teachers were trained during fascism. The younger teachers function in schools whose structure still bears deep traces of this recent past.

School progress towards democratization has been delayed in Italy by the fascist dictatorship. The evolution of the school system was warped for twenty years both ideologically, with the authoritarian principles fostered by Giovanni Gentile, and practically, with a number of provisions depriving teachers and pupils of any autonomy. Giovanni Gentile was a philosopher belonging to the Italian idealistic school of thought that, by considering nation and state universal values, offered theoretical support to the dictatorship. As Minister of education, he was the greatest contributor to the fascist school reform that was based on his pedagogical principles, supporting authoritarian hierarchical relationships between pupils and teachers, teachers and government. The reform deprived the Italian school system of the little autonomy that it had acquired by gradually emancipating itself from the kings and the government control during the Risorgimento. Among the most undemocratic laws was that of July 1923. The Superior Council of Public Education, the highest "executive school authority, whose members were appointed partly by the minister of education, partly by the Parliament and, to a great extent by the Universities, was reduced to an "advisory" committee, with its members all appointed by the king. Another provision in 1931 imposed all University teachers to swear their loyalty to fascism. Those refusing were to leave their chairs.

Before World War I there had been discussions testifying to the need felt by the most advanced scholars and politicians to make the preadolescent school more autonomous and democratic. Three main goals emerged: First, the need of making the relationship between teachers and pupils as well as government and school less authoritarian; secondly, the necessity for giving low social economic status children the same school opportunities as enjoyed by upper social economic children; the third goal was the need to overcome the dychotomy existing in the Italian high school between a conservative type of school, based above all on humanistic contents, that enjoyed the highest prestige, and a practical technical school not oriented to University training.

During fascism all these trends were completely suffocated and the dychotomy between the elite classic school and the technical school was emphasized. Moreover, the emphasis on nationalism, as well as the politics of the dictatorship, cut Italy out, for 20 years, of the new pedagogical and psychological trends which were leading to the discovery of the importance of the active and democratic participation of children in school.

Further support for the conservative type of education was given by the encyclic "Divini illius magistri" in 1929. This encyclic was of extreme importance because in the same year Catholicism had become the state religion (Patti Lateranensi 1929).

With the reform of 1963, the junior high school has finally made a positive, though limited, step towards its democraticization. As previously mentioned, there are still many obstacles to overcome, most of them generated by teacher's difficulities in adjusting to the changes.

Apart from this reform, no important changes have been realized within the school system in the last twenty years. There exists a gap between needs and democratic aspirations, and the school system, that is acknowledged by an increasing number of people. The pervasive dissatisfaction with the school is testified by the numerous students' protest demonstrations that take place in these years, not only within the Universities, but also within the high schools. In Milan, to mention the town to which the sample of this research belongs, high school students' unrest, which started in 1965, with a clamorous attack against the censure controlling students' newspapers, reached its climax in the year 1967-68. In this period University and public high school students organized frequent strikes and occupied offices in their institutes.

The peer nomination inventory was devised to measure children's compliant and non-compliant behavior towards teacher and peers in the classroom, as rated by peers.

The analysis of variance combines ratings of compliant attitudes into a 'total positive index' and ratings of non-compliant attitudes into a 'total negative index'. A subsequent break-down of the two indices into positive and negative behavior, respectively towards teachers and peers, enables us to point out the differences between peer to peer and peer to teacher attitudes that are at variance with the total indices.

Positive Ratings

Total Positive Index

Social class is the only variable differentiating the Italian children from one another. Upper SES children receive higher positive scores than do the lower SES children. (Table I, Figs. 1 and 2).

Peer to Peer and Peer to Teacher Positive Indices

A. Age Differences

Age is not a significant variable for any of the positive indices. However, a slight decline in positive behavior with increasing age appears for both the peer-to-peer and peer-to-teacher positive indices.

B. Sex Differences

Total positive index scores (Fig. 1) show a significant interaction between age and sex. By inspection it appears that the greatest divergence takes place at the sixth grade level, with girls manifesting a much greater amount of compliant behavior than boys.

The breakdown of the total positive index shows that the interaction holds true only in the case of peer-to-peer positive behavior, while peer-to-teacher positive behavior, though showing the same pattern, does not reach significance level.

At the sixth grade level, having completed the primary school cycle, Italian children enter into the "Scuola Media" system, where they are confronted with new teachers as well as new peers. The new situation obviously presents a social as well as an emotional and intellectual challenge which is handled differently by the two sexes. Girls increase in compliance, probably because of their stronger dependency needs and desire to be socially accepted by the peer group, while boys, following the generally observed decrease in compliant attitudes with age, become also more assertive and less obliging in their school behavior. Furthermore, the results are in line with some conclusions drawn from the YIAPR research, indicating that girls rely more on group cohesion as a means of overcoming potentially threatening or disturbing situations, while boys are more inclined to react with overt and verbally aggressive behavior.

Girls higher concern with friendship is also reflected in the YIAPR by their perception of friends as being more helpful and fair, as well as by their greater amount of guilt feelings when breaking friends' rules.

C. SES Differences

There are significant SES differences showing that high SES children receive higher scores on the total positive index as well as on the partial peer-to-peer and peer-to-teacher indices. The difference tends to decrease with age, and in fact, it disappears in the case of peer-to-peer positive attitudes.

The results are in line with the findings in the YIAPR research showing that high SES children have a generally more favorable perception of and greater compliance to authority figures. High SES children grow up in a more favorable and protective environment that induces more positive attitudes towards parental figures which are in turn generalized to people and situations outside the family. These attitudes could be reinforced by the fact that high SES parents more easily identify and conform to the authority system, i.e., to the norms and standards of behavior of the ruling class to which they belong.

The leveling out of SES differences with age may be explained by the need to conform to the standards of the peer group, which in recent studies has been shown to reach its peak aroung the age of 13-15 years. Since the phenomenon is largely due to the sharp decrease in high SES children's scores, it can be inferred that only high SES children change their attitude to a remarkable degree.

The finding is complicated by an interaction effect between sex and SES in the peer-to-peer positive attitudes, whose outstanding feature is the sharp increase of high SES girls at the 6th grade level.

To clarify the finding further research has been planned in a coed progressive school setting where differences in outward behaviors between sexes are greatly minimized by policies ranging from allowing girls to wear pants at school, to letting them fight with boys and, in general, encouraging them to share in most of the activities which in more traditional schools are reserved to boys.

D. Correlation Among the Indices of Total Positive, Peer to Peer Positive, and Peer to Teacher Positive Ratings

The correlation between positive indices (total vs. peer to peer; total vs. peer to teacher; peer to peer vs. peer to teacher) are very high and consistent (Table I).

There is however a decreasing trend with age, with the exception of high SES boys, whose correlations show a curvilinear tendency, (with the lowest values occurring at the sixth grade level) for which there are no obvious explanations. There is little variation by sex or SES.

The results indicate that in the younger child compliance is a general attitude with little differentiation with respect to the figure concerned. Children who are perceived as friendly, helpful, kind and fair with peers are the same who are perceived as well behaved, helpful, obedient towards teacher.

By the eighth grade level, compliant attitudes become more discriminating. Inspection of the data shows that the drop in the correlation indices is concommitant to the change in attitudes towards the teacher figure.

E. Summary and Discussion of Positive Ratings

The results indicate a decreasing trend in compliant attitudes in the classroom. The decrease, though not reaching significant levels, is more marked in peer-to-teacher than in peer-to-peer compliant attitudes.

The interaction effect between age and sex has been tentatively explained as the result of differential modes of reacting to potentially stressful situations by the two sexes. At the sixth grade level Italian children enter into the Scuola Media system, where they are confronted with new teachers and peers. The assumption is that girls increase in compliance, while boys decrease.

Higher SES children are more compliant than lower SES children, probably because they are conditioned to respond more favorably to the authority system to which their parents belong as members of the ruling class.

By the eighth grade level, intermingling of SES in school and the need to conform to the group standards may account to some degree for the leveling out of the differences.

The fact that SES differences decrease with age presents some questions which only further research could clarify. Assuming that the younger the child the more he reflects norms of behavior shared by the family and social milieu in which he grows up, high SES children, around the age of 13, appear to depart from earlier acquired standards of conduct more than low SES children.

To the extent to which the decrease in compliant attitudes towards authority figures has been viewed as a developmental trend, typically associated with the adolescent's struggle for autonomy and self-individualization, high SES children seem to partake of the phenomenon to a greater degree than low SES children. This tentative interpretation of the finding is in line with the view shared by many psychologists and antropologists according to which the upheaval of adolescence is a cultural phenomenon whose strength is proportional to the degree and length of nurturance the child receives in his upbringing. The greater nurturance of high SES parents is implied in many aspects of children training practices, which differentiate them from lower SES parents. Higher SES children are usually longer protected and therefore limited in their freedom (they are chaperoned around by adults at an age in which low class children are playing in the street by themselves). Low class children in general experience separation from their families more frequently than high SES children. In fact, lower SES parents can hardly afford long vacations and therefore their children spend most of their vacation time in "colonie", that is in children communities in resort places, supported either by state or industries where their parents work. In case of hospitalization, lower class children are separated from their mothers, while in general an upper class mother shares a room with her sick child in the hospital. In Italy, the great majority of lower SES children are expected to start working and contributing to the family living as early as at 15 years of age. For this reason the lower SES preadolescent enjoys much more freedom than high SES children of the same age, being "much nearer to the time in which he will share the responsibilities and burdens of the adults."

Complex variations in the dimension of nurturance towards boys and girls in higher and lower SESs are reflected by the interaction between sex and SES in the display of compliant attitudes among peers.

The high degree of correlation among the indices shows that compliance in the classroom is, at first, little differentiated with respect to the figure concerned. By the eighth grade level, the decrease between peer-to-peer and peer-to-teacher correlation might be due to the reduced amount of compliance shown towards the teacher figure. The finding is in line with the increased self-assertiveness and criticalness of the older child.

Negative Ratings

Total Negative Index

The total negative index scores increase significantly with age, essentially from sixth to eighth grade. (Table 1, Figs. 1 and

2). The total negative scores are higher for boys than for girls. (Table I, Figs. 1 and 2).

Peer to Peer and Peer to Teacher Negative Indices

A. Age Differences

If the breakdown indices are considered, it appears that the increase in the total negative scores with age is due essentially to the peer-to-teacher negative behavior, while the peer-to-peer negative behavior shows only a non-significant curvilinear trend. (Table I).

This finding confirms the greater need for autonomy and the increased self-assertiveness of children towards adults' authority.

B. Sex Differences

The breakdown of the index shows that the difference between sexes is due to a greater amount of negative behavior shown by boys towards peers, while no appreciable difference is found with respect to teachers. (Table I).

The finding is in line with well known differences between sexes with respect to the dimension of aggression. In particular, the results of the PAR research show that in the Italian culture female aggression is far more condemned than male aggression by both sexes, and that in general girls condemn aggression more than boys.

It could be inferred that, together with the already mentioned greater concern over friendship among girls, there might be different standards of behavior based on biological and cultural differences regulating the expression of aggressive feelings among peers by the two sexes.

The PNI negative attitudes deal essentially with overt and physical aggression which is consistently sanctioned and penalized in girls' upbringing. Possibly the results might have been different had the questionnaire dealt also with more indirect forms of negative behavior, such as speaking ill of friends or making fun of them, as a counterpart of such items as "starting fights" and "making rude gestures" to friends.

Probably at the eighth grade level, the beginning of heterosexual interests might determine a greater amount of exchange among sexes, with girls becoming less inhibited and more like boys in their effort to be accepted by them.

C. SES Differences

There is no evidence of SES differences for any of the negative indices.

D. Correlations Among the Indices of Total Positive, Peer to Peer Positive, and Peer to Teacher Positive Ratings

The correlations among the negative indices (total negative vs. peer-to-peer negative; total negative vs. peer-to-teacher negative; peer-to-peer vs. peer-to-teacher negative) are very high and consistent (Table III).

There is, however, a decreasing trend with the exception of high SES boys, whose correlation indices show a curvilinear pattern similar to the one already observed in the positive indices correlations. The findings parallel the results and confirm what has already been noted for the positive indices correlations.

E. Summary and Discussion of Negative Ratings

The observed increase in negative behavior towards teacher with increasing age can be viewed as the outcome of different factors. Developmental changes could be responsible for the decrease in compliance towards teacher, whose authority appears to be an obstacle to the greater need for autonomy of the older child. Since the finding occurs only in Italy and Japan, there might be specific cultural situations accounting for what might be considered as the early symptoms of the world-wide students' protest. As to Italy, the teacher figure might have lost its prestige and sympathy because of the general and pervasive dissatisfaction with the school system, whose many inadequacies and out of date authoritarism is frequently condemned by parents as well as by the more enlightened experts in the field.

Recent reforms have not closed the gap between the old structures of the school system and the needs and claims of the new generation. The widespread students' dissatisfaction with the school system has made the Italian school the battlefield of new ideas, which are undermining the authoritarian principles of Italian society. It can, therefore, be inferred that the political implications inherent in the students' protest are evident as early as in the Scuola Media years.

Sex differences have been assumed to be due to biological factors as well as cultural ones which tend to inhibit overt and physical aggression in girls.

The finding that there is no evidence of significant SES differences in negative behavior - though there are significant differences in positive behavior - indicate that the more nurturing environment of higher SES children, while favoring compliant attitudes, does not necessarily affect non-compliant ones. The results, in this instance, do not seem to support the frustration-aggression theory. As far as school behavior is concerned, different upbringings, in terms of parental affection and helpfulness, do not affect the amount of aggresseness displayed by children.

Summary

A. Correlations Between Positive and Negative Ratings

As could be expected, correlations among positive and negative ratings are all negative, and most of them significant. The indices are, however, much lower of those occurring among positive and negative set scores respectively. (Table IV).

At the fourth grade level, lower SES boys show no evidence of consistent relationship between compliant and non-compliant attitudes towards peers. The inference could be that the kind of positive and negative behaviors tackled by the questionnaire are little differentiated among boys of lower SES at the fourth grade level.

In terms of the items which make up the questionnaire, it seems that the same children who "start fights" might eventually be friendly to peers, or the same who "make rude gestures" may on occassion "get along" with their peers. To this effect it is interesting to note that the results of the PAR research show that lower SES children condemn physical aggression less than higher SES children.

At the sixth and eighth grade levels the correlation between peer-to-teacher positive and peer-to-peer negative ratings do not always reach significant levels. The greater capacity for role discrimination of the older child might account for the coexistence of positive and negative attitudes towards different figures.

B. Discussion of the Total PNI

The most conspicuous features of children's compliant and non-compliant behavior in the school situation can be summarized as following:

Ratings of children's negative behavior increase significantly with age, while ratings of positive behavior tend to decrease. In terms of the total amount of positive and negative behavior displayed in the classroom, there are age differences which show that at the fourth grade level, children who are chosen for their compliant attitudes outnumber significantly those who are chosen for their negative attitudes. The difference dissapears with age. In particular, negative behavior towards teacher increases significantly with age and, at the eighth grade level, significantly more children are nominated for their negative than for their positive attitudes toward teacher. The increase in negative attitudes towards teacher has been explained on developmental grounds, as the outcome of the greater need for self-assertion inherent in the process of self-individualization of the older child; and on cultural grounds as a symptom of the present crisis of the Italian school system, whereby the teacher figure has lost his prestige, becoming the target for the general and radical dissatisfaction of the young towards the adults' world.

There are clear cut sex differences with respect to negative behavior with boys displaying more negative attitudes, essentially towards peers. The finding obviously reflects biological differences as well as a greater tolerance in our culture towards overt aggressiveness among boys than among girls. Positive attitude towards peers show an interaction effect between sex and age, tentatively interpreted as a differential way of dealing with new stressful situations which would increase girls' compliance at the sixth grade level, when they are faced with new peers and teachers.

SES differences are significant only as regards positive behavior. High SES children are in general more compliant than low SES children, the difference, however, tends to disappear with age.

A more favorable environment and a more nurturing home may account for the greater compliance of high SES children, which is counteracted at the eighth grade level by peer group identification, as well as by a greater change in attitudes in the high SES preadolescent.

No interpretation has been given for the SES by sex interaction with regards to positive attitudes towards peers.

To conclude, the PNI instrument has been useful in sorting out age, sex and SES differences in compliant and non-compliant attitudes in the classroom, as rated by peers. The most interesting finding concerns the change in attitudes towards the teacher figure, for it points out that, as far as Italy is concerned, students' world-wide protest and discontent with the "system" manifests itself as early as at the eighth grade level. Further evidence of the early involvement of Italian students emerges from the correlation study of the PNI and YIAPR instruments. The high correlation found between negative behavior in the classroom and political interests in the younger child, reflects the political activism which characterizes students' protest around the world at the time of the investigation.

Relationship Between PAR and PNI

A. Status

Aggressor's ratings. Of the 72 correlations between attitudes toward aggressor's wrongness on the status indices and the PNI measures of classroom behavior, five correlations are significant for girls and nine are significant for boys, making a total of 14 significant correlations. The CAC index seems to be the most predictive of classroom behavior for boys. No pattern emerges for the girls. (See Table V)

Victim's ratings. Of the 72 correlations between the PAR victim's rating of status and the PNI indices, six correlations are significant for girls and five are significant for boys, for a total of 11 significant correlations. For girls, the fourth-grade behavior seems to be the most predictable. No such pattern emerges for the boys (See Table V)

B. Set

Aggressor's ratings. Of the 216 correlations between the PAR set indices and the PNI indices, 13 correlations are significant for girls and 16 are significant for boys, for a total of 29 significant correlations. Since this number is hardly more than one would expect by chance, little can be gathered from the interpretation of these data. (See Table VI)

Victim's ratings. Of the 216 victim's ratings, 16 are significant for girls and 15 are significant for boys, for a total of 31 significant correlations. Again, this number is little more than one would expect by chance, and no strong pattern emerges here. (See Table VI)

C. Sex

Aggressor's ratings. Of the 96 correlations between the aggressor's ratings of the PAR sex indices and the PNI indices, five correlations are significant for girls and nine are significant for boys, for a total of 14 significant correlations. The FAF PAR index appears to be most predictive of boys behavior. No pattern emerges for the correlations involving girls. (See Table VII)

Victim's ratings. Of the 96 correlations between the victim's ratings of the PAR sex indices and the PNI indices, one correlation is significant for girls and four are significant for boys, making a total of five significant correlations, or less than one would expect by chance. (See Table VII)

D. Summary

In general the PAR-PNI correlations for the Italian data are low, and no strong pattern emerges.

ITALY

TABLE I

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PNI INDICES.

GROUP REPORTED	PEER TO PEER POSITIVE QUESTIONS 6,13,17,20			PEER TO TEACHER POSITIVE QUESTIONS 5,7,10,14			TOTAL POSITIVE QUESTIONS 5,6,7,10,13,14,17,20		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	259.	27.91	16.47	259.	25.68	18.06	259.	26.78	16.62
SES 1	154.	23.26	16.08	154.	17.61	15.03	154.	20.45	14.86
SES 2	105.	32.56	16.87	105.	33.75	21.10	105.	33.12	18.37
GIRLS	134.	26.86	16.74	134.	25.84	19.72	134.	26.32	17.58
BOYS	125.	28.96	16.20	125.	25.52	16.41	125.	27.24	15.65
GRADE 6, TOTAL	213.	26.96	13.74	213.	22.25	17.66	213.	24.63	14.75
SES 1	106.	21.23	11.93	106.	16.31	13.75	106.	18.83	12.29
SES 2	107.	32.69	15.55	107.	28.18	21.57	107.	30.42	17.21
GIRLS	104.	34.28	16.25	104.	25.94	20.12	104.	30.09	17.16
BOYS	109.	19.63	11.24	109.	18.55	15.21	109.	19.16	12.34
GRADE 8, TOTAL	224.	24.53	14.31	224.	19.42	18.15	224.	21.95	14.91
SES 1	113.	24.84	13.51	113.	18.02	16.67	113.	21.43	13.53
SES 2	111.	24.23	15.12	111.	20.81	19.62	111.	22.48	16.30
GIRLS	111.	27.15	15.19	111.	18.89	17.90	111.	22.98	14.92
BOYS	113.	21.92	13.44	113.	19.94	18.39	113.	20.92	14.91
TOTAL SES 1	373.	23.11	13.84	373.	17.32	15.15	373.	20.23	13.56
TOTAL SES 2	323.	29.83	15.85	323.	27.58	20.77	323.	28.67	17.29
TOTAL GIRLS	349.	29.43	16.06	349.	23.56	19.25	349.	26.47	16.55
TOTAL BOYS	347.	23.50	13.63	347.	21.34	16.67	347.	22.44	14.30
SIGNIFICANT EFFECTS		SES			SES			SES	

GROUP REPORTED	PEER TO PEER NEGATIVE QUESTIONS 4,9,11,15,18			PEER TO TEACHER NEGATIVE QUESTIONS 8,12,16,19,21			TOTAL NEGATIVE QUESTIONS 4,8,9,11,12,15,16,18,19,21		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	257.	15.96	16.18	259.	17.56	17.83	259.	16.76	16.34
SES 1	154.	17.81	15.66	154.	20.86	18.03	154.	19.35	15.95
SES 2	105.	14.12	16.70	105.	14.26	17.63	105.	14.10	16.72
GIRLS	134.	12.35	16.16	134.	15.13	16.66	134.	13.76	15.69
BOYS	125.	19.57	16.20	125.	19.99	19.00	125.	19.75	16.99
GRADE 6, TOTAL	213.	12.90	13.58	213.	19.31	17.35	213.	16.10	14.52
SES 1	106.	13.15	13.89	106.	19.82	18.04	106.	16.57	15.17
SES 2	107.	12.65	13.27	107.	18.80	16.67	107.	15.70	13.07
GIRLS	104.	9.22	11.76	104.	18.26	17.96	104.	13.84	13.90
BOYS	109.	16.58	15.40	109.	20.36	16.75	109.	18.51	15.16
GRADE 8, TOTAL	224.	17.52	15.39	224.	27.38	21.44	224.	22.49	16.96
SES 1	113.	18.05	15.15	113.	23.66	19.96	113.	20.86	16.14
SES 2	111.	16.99	15.63	111.	31.10	22.92	111.	24.12	17.77
GIRLS	111.	11.47	14.68	111.	25.01	22.23	111.	18.29	16.92
BOYS	113.	23.58	16.11	113.	29.76	20.64	113.	26.69	17.39
TOTAL SES 1	373.	16.34	14.90	373.	21.45	18.68	373.	18.93	15.75
TOTAL SES 2	323.	14.59	15.20	323.	21.39	19.08	323.	18.02	16.12
TOTAL GIRLS	349.	11.01	14.20	349.	19.47	18.95	349.	15.29	15.37
TOTAL BOYS	347.	19.91	15.90	347.	23.37	18.80	347.	21.69	16.51
SIGNIFICANT EFFECTS		SEX			GRADE		GRADE	SEX	

MEAN PEER NOMINATION INVENTORY RATINGS

FIGURE 1 - SEX

ITALY

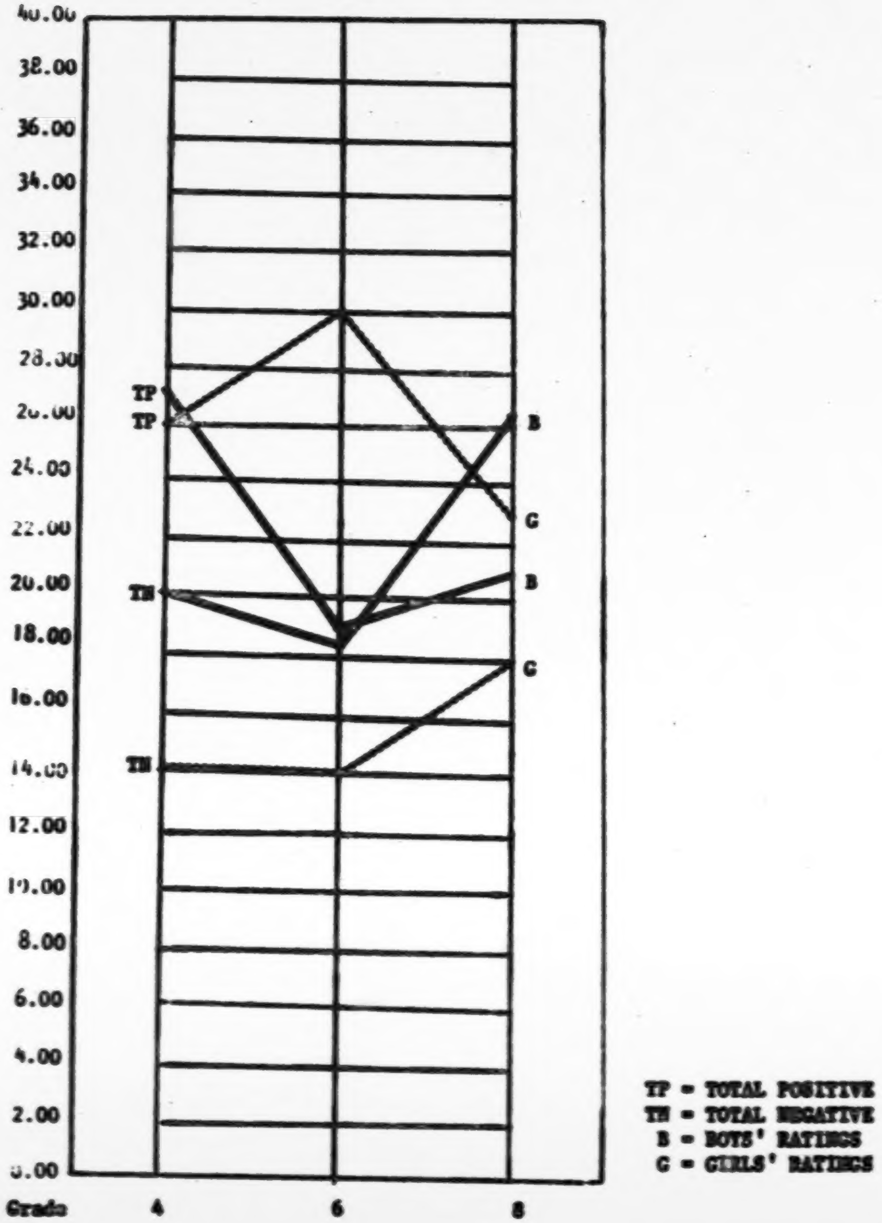

FIGURE 2 - SES

ITALY

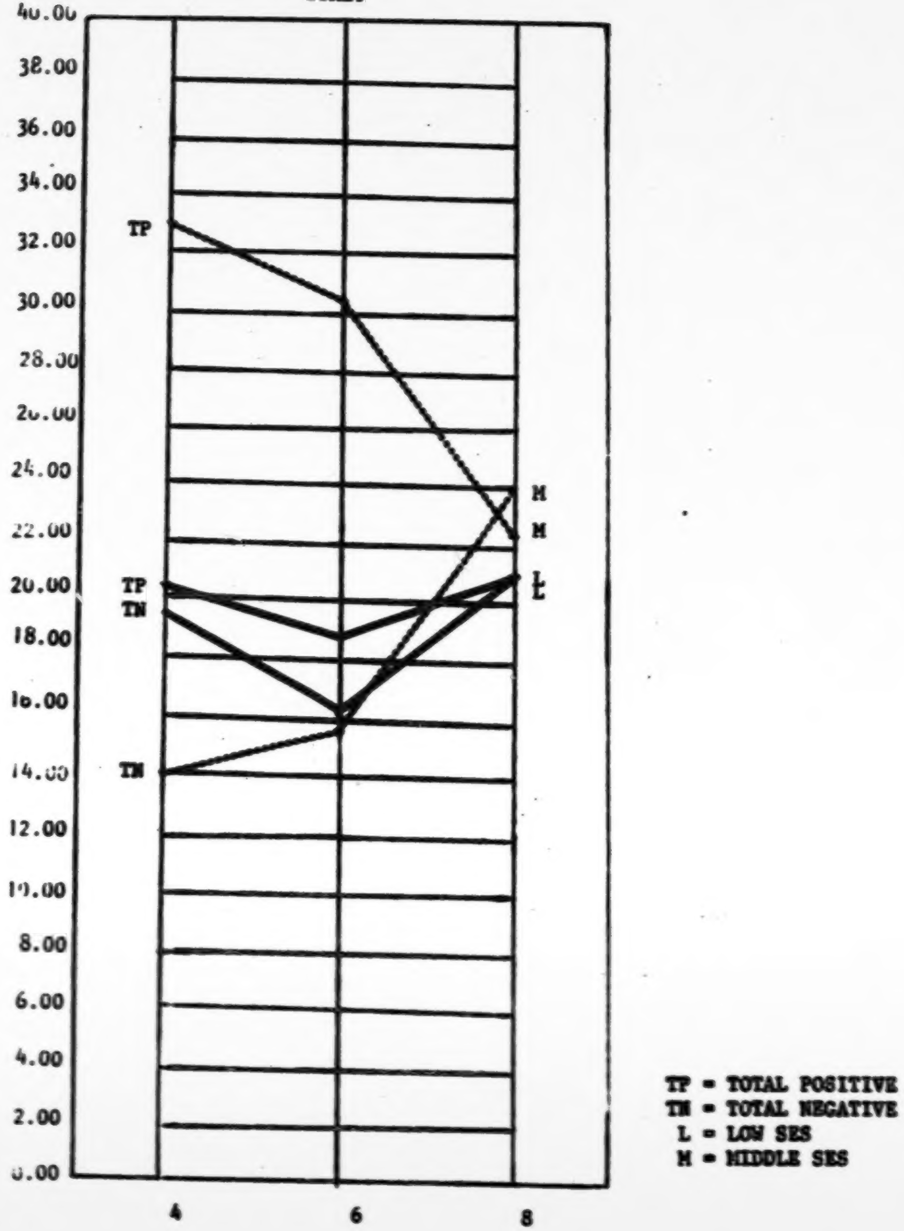

TABLE II

ITALY

Correlation Coefficients Between Ratings of Positive Behavior by Grade, SES, Sex

			Total Positive				Peer to Teacher Positive			
		Sex	G		B		G		B	
		SES	Lo	Hi	Lo	Hi	Lo	Hi	Lo	Hi
PP+	Grade	4	.96	.96	.96	.96	.84	.88	.82	.86
		6	.96	.91	.94	.88	.86	.72	.78	.68
		8	.87	.89	.88	.94	.62	.64	.62	.85
PT+		4	.96	.98	.94	.97				
		6	.97	.94	.95	.95				
		8	.92	.92	.92	.98				

p $<$ .01 for all correlations.

TABLE III

ITALY

Correlation Coefficients Between Ratings of Negative Behavior by Grade, SES, Sex

			Total Negative				Peer to Teacher Negative			
		Sex	G		B		G		B	
		SES	Lo	Hi	Lo	Hi	Lo	Hi	Lo	Hi
PP-	Grade	4	.92	.97	.95	.96	.73	.89	.84	.87
		6	.93	.86	.94	.93	.82	.66	.80	.76
		8	.87	.80	.91	.94	.64	.53	.74	.83
PT-		4	.94	.97	.97	.97				
		6	.97	.95	.95	.94				
		8	.93	.93	.95	.97				

p $<$ .01 for all correlations.

TABLE IV

ITALY

Correlation Coefficients Between Ratings of Positive and Negative Behavior by Grade, SES, Sex

Sex	Grade	Peer to Peer Negative				Peer to Teacher Negative				Total Negative			
		Girls		Boys		Girls		Boys		Girls		Boys	
		SES1	SES2	SES1	SES2	SES1	SES2	SES1	SES2	SES1	SES2	SES1	SES2
Peer to Peer Positive	4	-.44	-.51	-.18	-.66	-.52	-.61	-.32	-.65	-.52	-.56	-.27	-.68
	6	-.38	-.40	-.38	-.35	-.35	-.51	-.40	-.38	-.38	-.51	-.41	-.39
	8	-.50	-.45	-.25	-.36	-.47	-.32	-.33	-.44	-.53	-.42	-.33	-.42
Peer to Teacher Positive	4	-.24	-.42	-.27	-.61	-.47	-.56	-.41	-.71	-.38	-.51	-.36	-.68
	6	-.28	-.15*	-.24	-.09*	-.39	-.60	-.38	-.43	-.36	-.46	-.32	-.28
	8	-.32	-.24	-.17	-.42	-.43	-.44	-.31	-.55	-.43	-.41	-.27	-.51
Total + Positive	4	-.34	-.47	-.22	-.66	-.51	-.60	-.37	-.71	-.47	-.55	-.32	-.70
	6	-.34	-.29	-.32	-.21	-.39	-.60	-.47	-.44	-.59	-.52	-.38	-.35
	8	-.45	-.37	-.23	-.41	-.50	-.42	-.36	-.53	-.53	-.46	-.33	-.50

*NS $p < .05$ for all other correlations.

Table V

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Correlation Coefficients Between PAR Status Indices and PNI Indices

PAR Aggressor Ratings

PNI	Grade	Girls			Boys		
		AaC	CaA	CaC	AaC	CaA	CaC
PP+	4	-.01	.17	.24*	.07	-.11	.03
	6	-.00	.23*	.10	.04	-.06	-.01
	8	-.11	.21*	.09	.03	.17	.26*
PT+	4	-.02	.16	.20*	.01	.05	.23*
	6	.04	.17	.05	.07	.10	.11
	8	-.18	.14	-.07	.04	.24*	.27*
PP-	4	.19*	-.08	-.07	-.06	-.11	-.19*
	6	.13	-.07	-.09	.12	-.03	-.04
	8	.06	-.01	-.02	.23*	-.23*	-.17
PT-	4	.06	-.13	-.11	.01	-.05	-.15
	6	.18	-.10	-.08	.06	-.14	-.11
	8	.16	-.05	.03	.21*	-.27*	-.17

PAR Victim Ratings

PNI	Grade	Girls			Boys		
		AaC	CaA	CaC	AaC	CaA	CaC
PP+	4	-.20*	.25*	.05	.13	.11	.07
	6	-.16	.13	-.00	-.13	.14	-.01
	8	-.16	.09	-.02	.03	.18	.04
PT+	4	-.24*	.22*	.05	.10	.14	.11
	6	-.14	.08	-.02	-.08	.07	.03
	8	-.21*	-.07	-.06	-.07	.21*	.04
PP-	4	-.01	-.17	-.13	.12	-.19	-.05
	6	.05	-.03	.05	.06	-.22	.02
	8	.10	-.08	-.11	.23*	-.05	.23*
PT-	4	.08	-.25*	-.11	.05	-.14	-.04
	6	-.02	.01	.09	-.05	.16	-.30*
	8	.03	.07	.00	.23*	-.13	.18

*p ≤ .05

TABLE VI

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Correlation Coefficients Between PAR Set Indices and PNI Indices

PAR Aggressors Ratings

Girls

PNI	Grade	TsC	PosC	PsC	PhC	CsC	ChC	CsP	CsPo	CsT
PP+	4	-.11	-.08	-.09	.11	.14	.28*	.19*	.13	.07
	6	-.21*	-.15	-.19	.15	-.00	.22*	.13	.16	.24*
	8	-.07	-.17	-.25*	.07	.03	.12	.25*	.07	.08
PT+	4	-.09	-.08	-.13	.12	.10	.30*	.17	.07	.12
	6	-.11	-.12	-.12	.14	-.03	.14	.13	.11	.16
	8	-.12	-.08	-.08	-.15	-.06	-.04	.06	.12	.16
PP-	4	.28*	.11	.18	.10	-.06	-.07	-.10	-.01	-.08
	6	.32*	.10	.09	.04	-.05	-.12	-.19	.05	-.06
	8	-.02	.09	.13	-.01	-.09	.08	-.03	-.00	.05
PT-	4	.15	-.01	.09	-.00	-.08	-.13	-.16	-.02	-.11
	6	.26*	.05	.08	.14	-.03	-.14	-.23*	-.02	-.04
	8	.13	.01	.08	.15	.01	.04	.07	-.01	-.24*

Boys

PNI	Grade	TsC	PosC	PsC	PhC	CsC	ChC	CsP	CsPo	CsT
PP+	4	-.03	.07	-.07	.14	.00	.05	-.12	-.09	-.07
	6	-.09	.01	-.12	.13	-.02	.01	-.08	-.03	-.04
	8	.10	-.09	.01	.04	.19	.24	.12	.12	.19
PT+	4	-.19	-.07	-.17	.19	.12	.26*	.07	.03	.01
	6	-.09	.09	-.03	.12	.11	.08	.09	.02	.14
	8	.05	-.16	.07	.07	.16	.27*	.18	.18	.24*
PP-	4	-.08	.10	.08	-.18	-.12	-.20*	-.02	-.12	-.18
	6	.17	.08	.19*	.03	.06	-.14	-.11	-.14	.06
	8	.14	.31*	.28*	.07	-.05	-.22*	-.22*	-.15	-.21*
PT-	4	.08	.12	.12	-.10	-.08	-.16	.04	-.06	-.15
	6	.13	.06	.16	-.03	-.04	-.16	-.20*	-.07	-.07
	8	.14	.32*	.29*	.06	-.04	-.24*	-.24*	-.17	-.25*

$^*p < .05$.

TABLE VI (Con't)

ITALY

PAR Victims Ratings

Girls

PNI	Grade	TsC	PosC	PsC	PhC	CsC	ChC	CsP	CsPo	CsT
PP+	4	-.20*	-.11	-.18	-.18	-.06	.15	.24*	.24*	.22*
	6	-.14	-.19*	-.15	-.13	-.06	.06	.16	.06	.11
	8	-.04	-.18	-.13	-.18	.00	-.04	.13	-.00	.04
PT+	4	-.26*	-.16	-.21*	-.19	-.04	.12	.21*	.21*	.19
	6	-.15	-.15	-.14	-.08	-.04	.01	.12	.01	.06
	8	-.18	-.27*	-.12	-.23*	-.07	-.05	-.07	-.07	-.04
PP-	4	-.12	.00	.02	.02	-.16	-.07	-.16	-.22*	-.11
	6	-.06	.05	.04	.12	.11	-.02	-.05	-.00	-.00
	8	.09	.20*	.08	.03	-.12	-.08	-.08	-.10	-.03
PT-	4	.04	.10	.08	.06	-.11	-.10	-.22*	-.27*	-.22*
	6	-.06	.04	-.01	-.04	.13	.03	-.00	.02	.04
	8	.02	.09	.02	-.01	.04	-.03	.09	.10	-.02

Boys

PNI	Grade	TsC	PosC	PsC	PhC	CsC	ChC	CsP	CsPo	CsT
PP+	4	.02	-.04	.07	.09	.11	.13	.15	.05	.20*
	6	-.08	-.08	-.17	-.10	.01	-.03	.14	.12	.09
	8	.04	.02	.07	-.02	.03	.05	.12	.17	.22*
PT+	4	.09	.02	.14	.13	.11	.03	.09	.07	.16
	6	-.02	-.09	-.11	-.05	-.03	.07	.07	.07	.03
	8	-.01	-.04	-.08	-.08	.02	.06	.18	.13	.23*
PP-	4	.08	.10	.16	.06	-.12	.01	-.24*	-.08	-.16
	6	.04	.00	.06	.09	-.05	.09	-.18	-.21*	-.23*
	8	.14*	.18*	.25*	.21*	.16	.15	-.12	.01	-.12
PT-	4	.05	.06	.13	-.04	-.08	-.01	-.17	-.08	-.10
	6	.08	.06	.14	.19	-.14	-.03	-.27*	-.30*	-.26*
	8	.13	.18	.26*	.24*	.17	.18	-.10	-.06	-.10

$^{*}p < .05$.

Table VII

Italy

Correlation Coefficients Between PAR Sex Indices and PNI Indices

PAR Aggressor Ratings

		Girls				Boys			
		MaM	MaF	FaM	FaF	MaM	MaF	FaM	FaF
PNI	Grade								
PP+	4	.23*	.11	.21*	.05	-.04	.11	.04	-.04
	6	.09	-.02	.20*	.14	.01	-.02	.04	-.01
	8	.08	.27*	-.10	.03	.21*	.13	.07	.22*
PT+	4	.18	.05	.23*	-.00	.10	.25*	.11	.11
	6	.11	-.02	.11	.13	.10	.01	.19	.13
	8	-.03	.06	-.15	-.18	.27*	.10	.13	.23*
PP-	4	.04	.00	.08	.02	-.04	-.21*	-.08	-.23*
	6	-.07	.07	-.09	.05	-.01	.03	-.12	.12
	8	.00	-.09	.12	.03	-.16	.01	.01	.02
PT-	4	-.08	-.08	-.06	.01	.04	-.14	.01	-.16
	6	-.07	.10	-.02	-.02	-.08	.02	-.22*	.01
	8	.08	.08	.09	.14	-.25*	.09	-.03	.23*

PAR Victim Ratings

		Girls				Boys			
		MaM	MaF	FaM	FaF	MaM	MaF	FaM	FaF
PNI	Grade								
PP+	4	.06	.03	.04	.01	.18	.08	.14	.12
	6	-.01	.04	-.06	-.06	-.03	-.04	.03	.00
	8	-.00	-.09	-.12	-.11	.12	.08	.04	.07
PT+	4	.01	.02	.02	-.02	.20*	.05	.13	.12
	6	.01	-.01	.01	-.08	-.05	.12	-.07	-.02
	8	-.14	-.24*	-.18	-.15	.04	.06	.01	.01
PP-	4	-.19	-.09	-.09	-.11	-.14	.03	-.07	.01
	6	-.00	.06	.04	.09	-.04	-.01	-.09	-.08
	8	-.05	.02	-.04	.00	.12	.21*	.22*	.24*
PT-	4	-.14	-.10	-.10	-.13	-.15	.01	-.08	.02
	6	.02	.06	.02	.05	-.11	-.08	-.09	-.08
	8	.06	.06	.04	.05	.10	.17	.17	.16

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*$p \leq .05$

Japan

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Introduction

One conclusion which may be safely drawn from the PNI data is that these Japanese children, in their classrooms, do not collectively recognize themselves to be divided into mutually exclusive groups of "compliers" and "non-compliers." The PNI also reveals some additional information concerning the "sixth grade question," indicating that ambiguity concerning positive *vs.* negative behavior is highest at this age.

Positive Ratings

Total Positive Index

Examination of the total positive index scores shows only one significant effect, an interaction between SES and grade. Upper class children were more frequently cited for their cooperative behavior in the fourth and eighth grades, while lower class children were nominated more frequently in the sixth grade. None of the main sampling variables age, sex, or SES had any significant effect on the total positive index. (See Table I, Figures 1 and 2).

These findings do not fully support the common belief that middle class children, irrespective of their age, are more cooperative than are lower class children, that girls are more obedient and agreeable than are boys, and that adolescent children have more conflicts, are less cooperative and more aggressive than young children. An explanation for this curious pattern will be offered after the description of the individual positive indices.

Peer-to-Peer and Peer-to-Teacher Positive Indices

A. Age Differences

An examination of the tables for peer-to-peer and peer-to-teacher scores for the compliant indices shows that the SES x grade interaction observed for the total positive index is also significant for the peer-to-peer positive index. In the sixth grade lower class children received their highest scores for compliance toward peers. This is true for both boys and girls.

The scores of compliant behavior directed toward the teacher show a sex x grade interaction effect. In the sixth grade boys in each social status group received more nominations for compliant behavior than do girls. Whereas girls received more nominations in the fourth and eighth grade. It may be that sixth grade boys enjoy special respect from their class mates because they are in the highest grade of the primary school; but this does not explain the general sex difference, nor does it explain why pronounced compliance toward peers is more evident among lower status sixth grade children than among their higher status counterparts.

B. Sex Differences

Sex had no significant effect on any of the positive index nomination, except on interaction with age.

These findings contradict earlier research in the United States indicating girls exhibit more good behavior than boys, irrespective of their age.

C. SES Differences.

Socioeconomic status alone did not significantly effect either peer-to-peer or peer-to-teacher positive indices. However, an SES x grade interaction is significant for the peer-to-peer compliant behavior. Higher SES children are rated by their classmates to be more cooperative in the fourth and eighth grades, but this relationship is reversed in the sixth grade where lower class children are rated as being more positive. A similar trend appears for peer-to-teacher nominations although this interaction does not reach significance. These findings do not support earlier research in the United States indicating lower class children are more conforming toward authority figures.

D. Correlations Among Total Positive, Peer-to-Peer Positive, and Peer-to-Teacher Positive Ratings

The correlations between total positive and peer-to-peer positive indices were high, ranging from .71 to .95. The correlations between total positive scores and peer-to-teacher positive scores were also high, ranging between .87 and .98. As would be expected, correlations between the two independent indices, peer-to-peer positive, and peer-to-teacher positive, were somewhat lower, ranging from .28 to .84. (See Table II). These findings indicate there is a rather strong tendency for children to generalize their positive behavior to both teachers and peers.

The correlations for sixth grade children were consistently lower than those of the fourth and eighth grade children, suggesting that both boys and girls as they reached the senior year of primary school differentiated more in terms of their positive behavior patterns, whereas children in the eighth grade seemed to regress to their judgements of a general positive behavior pattern with the possible exception of the upper SES children. In the eighth grade the correlations between the two independent positive indices were lower for the upper social class children than they were for the lower social class children. This pattern does not occur in the fourth or sixth grade. This correlational pattern may be determined by the beginning of an adolescent rebellion in which children get into a less compliant stage, having mixed attitudes toward people.

There was no pattern of boys' correlations being always either higher or lower than girls'. Both sexes were similar in demonstrating a relationship between social positive behavior toward both classmates and teachers.

The low correlations between the two independent nominations appearing with the sixth grade children probably indicates either that the sixth grade children were able to differentiate two positive patterns toward peers or teachers or that the two sets of questions were only partially understood by the sixth grade Japanese sample.

Total Negative Index

Sex was the most important sampling variable affecting the total negative ratings. (See Table I and Figure 1). Boys, as might be expected, were seen by their classmates to be significantly more aggressive and dominant and less agreeable than girls. These sex differences are probably due to differences in the socialization process which are pervasive throughout most of Japanese society. In spite of the fact that boys are taught to be gentle, friendly, cooperative and helpful, they are expected, to some extent by parents and teachers to take stout, independent and assertive roles more frequently than girls, and are encouraged to defend themselves against illegitimate attacks by other boys.

The Total Negative Index, like the Total Positive Index, is affected by an interaction between SES and grade. In this instance, the lower SES children are more negative in the two primary grades, while the upper SES children become more negative in the eighth grade.

Peer-to-Peer and Peer-to-Teacher Negative Indices

A. Age Differences

Scores for noncompliant behavior show that age differences were more significant for peer-to-teacher behavior than for peer-to-peer behavior. Over the three grades, scores were more significant for peer-to-teacher behavior than for peer-to-peer behavior. Over the three grades, scores for noncompliant behavior toward peers showed almost no change, whereas one of the striking findings in Table I is the effect of age upon the scores of noncompliant behavior toward the teacher. For all groups, except lower class boys, there is a regular and sizable increase with age in noncompliant behavior toward the teacher. This is especially notable for higher status girls. The noncompliant behavior of lower class boys is high for all three grades.

Irrespective of whether this general increase in negative behavior directed to the teacher is due to an absolute increase in recalcitrant behavior toward authority figures or merely to subjects' greater attention to it, the distribution scores does fit, more or less, with the hypothesis of disengagement already discussed in analyzing the data of the YIAPR questionnaire.*

The SES x grade effect observed for the total index is evident in both the PP- and PT- indices. At grades four and six, lower class children received more noncompliant nominations. At the eighth grade higher class children received more noncompliant nominations. The between grade differences are quite small for the lower SES group while for the higher SES group the noncompliance scores increased rather sharply with age.

B. Sex Differences

The significant sex difference observed for the total negative index is present for both peer-to-peer and peer-to-teacher indices. Boys are usually given more nominations for their aggressive behavior than girls.

For the peer-to-peer nominations the children's judgement of peer's aggressive antisocial conduct was also significantly affected by sex. Boys tended to receive more non-cooperative nominations from their classmates than did girls for each grade and each social class. The difference between the two sexes was greatest in the sixth grade.

C. SES Differences

The significant SES x Grade interaction observed for the total negative index is also seen in the peer-to-peer index. In the eighth grade, higher SES children appeared to be more aggressive and noncompliant than lower SES children, whereas the lower SES children are far more negative than their higher SES peers in fourth and sixth grades.

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*See Hoshino, A. 1969, chapter 5. Japanese data, page 17-18, in Hess, R. and Tapp, June. Authority rules and aggression: A cross-national study of the socialization of children into compliance systems, Part 1. U.S. Dept. of Health, Education and Welfare.

D. Correlations Among the Negative Indices

All the correlations between the negative indices were significant, ranging from .33 to .96. (See Table III). The fact that the correlation coefficients are lowest for sixth graders may be associated with the question raised in the preceding paragraph, but it also indicates that the sixth grade children are able to discriminate peers' aggressive noncompliant behavior in the classroom in terms of whether or not the behavior is directed toward their classmates or toward the teacher. The eighth grade children seemed to generalize various types of noncompliant behavior as one global set of negative attitudes, while the fourth grade children appeared to be intermediate between these two extremes. There is no very consistent pattern of sex or social class differences to be seen in these correlations.

Summary

Correlations Between Positive and Negative Ratings

Sixty-one of the 108 correlations shown in Table IV are statistically significant. The Table contains information pertinent to the phenomena of the sixth grade children. Twenty-nine of the coefficients in this Table are positive, though usually small in magnitude, signifying instances where children who were nominated for their positive behavior are slightly more likely to be nominated for negative behavior as well. Twenty-one of these positive coefficients appear in the sixth grade. And 17 out of a possible 18 of these involve lower class children. This indicates that sixth grade Japanese, particularly those of lower class, do not collectively recognize themselves to be divided into mutually exclusive groups of "compliers" and "noncompliers" but are likely to nominate the same children as exhibiting both types of behaviors. Slightly more than half of the correlations in Table IV are negative (57 out of 108). There were 20 negative correlations which did not reach the significant level. There was no difference in the magnitude of correlations observed by sex or SES.

Negative correlations between the peer-to-teacher positive and peer-to-teacher negative indices were generally higher than those between the peer-to-peer positive and the peer-to-peer negative indices, with the exception of sixth grade girls and high SES eighth grade boys. This indicates that aggressive behavior directed at the teacher is more consistently and predictably recognized as a general negative style on the part of the children than similar aggressive behavior directed toward peers.

There were five out of twelve instances of significant correlations between peer-to-peer positive and peer-to-peer negative indices. Children, apparently, may be judged at the same time to be positive and cooperative to some classmates while behaving negatively or aggressively to other members of their class. The average size of Japanese classrooms ranges from 35 to 50. children. Children form small informal groups which have strong affiliative ties. This may result in differential treatment of different classmates, depending upon whether they belong to these closed friendship groups or not. It seems also possible that children's evaluations of peer-to-peer behavior are likely to be affected by personal preferences and teachers' daily evaluations of the children in terms of intelligence, academic achievement, leadership, sense of humor, and other qualities of the students.

Relationships Between PAR and PNI: Wrongness Judgements and Classroom Behavior

The PAR-PNI correlations articulate relations between childrens' attitudes toward aggressive interpersonal exchanges and their overt expressions of compliant or noncompliant behavior in the classroom. The PAR-PNI correlational analysis involved the status, status-role and sex PAR indices. In general the PNI indices correlate only with the PAR aggressors ratings. The number of correlations between PNI indices and PAR victims ratings are no more than one would expect by chance. The following discussion will, therefore, involve only the PAR aggressor ratings.

A. Status Indices

An examination of Table III shows that 18 of the 72 correlations between PNI indices and PAR status indices are significant at .05 level. There are nine significant correlations for positive indices and nine for negative indices. For the eighth grade girls the PT+ index correlates with all three status indices, for the aggressors ratings. The PP+ index did not correlate with any of the status indices for the sixth grade boys, or the fourth grade girls. For the fourth grade boys the PP+ index correlates with two status indices CAA and CAC. For the sixth grade girls it correlates with the AAC index.

The PT- index correlates with the CAA and the CAC PAR indices for fourth and sixth grade girls, with the AAC index for fourth grade boys, and with the CAC index for sixth grade boys and girls. For the eighth grade children there are no significant correlations between the peer-to-teacher negative index and any of the PAR status indices.

Among the three status indices the child-attacking-child (CAC) index was the most predictive of classroom behavior for boys, while the adult-attacking-child (AAC) index is the most predictive for girls. There were three significant correlations between PP+ indices and two of the status indices (CAA and CAC) for the fourth grade boys but only one for the sixth grade girls (AAC). The PP- index correlated with the PAR AAC index for both boys and girls in the fourth grade, but it correlated only for boys in sixth grade. The PP- index did not correlate with any of the PAR status indices for the eighth grade children.

B. Set Indices

There are 216 correlations between the PNI indices and the aggressors ratings of the PAR status-role indices. Out of these 216 possibilities there are 48 significant correlations, 25 for girls and 23 for boys. (See Table VI).

For girls the peer-to-teacher behavior, either positive or negative, appeared to be more predictive of aggressors ratings of the PAR status-role indices than peer-to-peer behavior. There are seven significant correlations between PT+ index and the PAR status-role indices for eighth grade girls while the PT- index correlated with five of the status-role indices for sixth grade girls.

Of the PAR status-role indices, the teacher scolding children index was generally the most predictive for girls, since half of the 12 PAR-PNI correlations for girls in the fourth and eighth grades are significant. The parent-hits-child index correlated significantly with three of the PAR indices but only for sixth grade girls. The child-scolds-parents and child-scolds-teacher indices correlated significantly with peer-to-teacher positive behavior for eighth grade girls while the same two PAR indices correlated significantly with peer-to-teacher negative behavior for fourth and sixth grade girls. The child scolds policeman index correlates with peer-to-teacher negative behavior only for sixth grade girls and with both peer-to-teacher positive and peer-to-peer positive behavior for eighth grade girls.

For the boys both peer-to-teacher positive and peer-to-peer positive indices were significantly correlated with most of the PAR status-role indices for the fourth grade children. For the boys there are 18 significant correlations at the fourth grade, five at the sixth grade and none at the eighth grade, while for girls there are nine significant correlations for the fourth grade, six for the sixth grade and three for the eighth grade.

C. Sex Indices

Table VII shows that there are 23 significant correlations out of 96 instances between the PNI indices and the PAR sex indices. Of these significant correlations, 12 are for girls and 11 for boys.

For the girls peer-to-teacher positive ratings were correlated most frequently with the PAR aggressor ratings of the sex indices; (6 significant correlations out of 12). The peer-to-teacher negative index shows more significant correlations with the PAR sex indices than the peer-to-peer positive and peer-to-teacher positive indices.

The sixth grade children appeared to be most predictable in their classroom behavior; they showed 8 significant correlations between PAR sex indices and PNI indices: 3 with PT+, 3 with PT- and 1 for each of the peer-to-peer ratings). The eighth grade girls showed four significant correlations between the PAR sex indices and the PNI indices while no significant correlations appeared for the fourth grade girls.

For boys both positive PNI indices correlated with the PAR sex indices better than either of the negative PNI indices, especially for the fourth graders. The peer-to-peer indices correlated in only two instances with the sex indices (PP- with FAF and MAM).

Among the PAR sex indices the indices depicting cross-sex aggression were more frequently correlated with the PNI than indices depicting within-sex aggression.

The predictability of boys' behavior from PAR indices again decreased as they grew older. For boys there are six significant correlations for fourth graders, four for sixth graders and one for eighth graders.

TABLE I

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PNI INDICES.

GROUP REPORTED	PEER TO PEER POSITIVE QUESTIONS 6,13,17,20			PEER TO TEACHER POSITIVE QUESTIONS 5,7,10,14			TOTAL POSITIVE QUESTIONS 5,6,7,10,13,14,17,20		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	212.	9.22	7.75	212.	9.77	9.99	212.	9.49	8.42
SES 1	103.	6.87	6.34	103.	8.90	10.87	103.	7.91	8.14
SES 2	109.	11.56	9.17	109.	10.63	9.12	109.	11.07	8.69
GIRLS	108.	9.25	7.96	108.	12.83	12.26	108.	11.09	9.65
BOYS	104.	9.18	7.55	104.	6.70	7.73	104.	7.89	7.18
GRADE 6, TOTAL	214.	12.97	8.23	214.	11.05	10.96	214.	11.95	8.32
SES 1	110.	15.38	9.13	110.	12.40	11.05	110.	13.82	8.56
SES 2	104.	10.55	7.33	104.	9.71	10.87	104.	10.09	8.08
GIRLS	110.	12.48	8.40	110.	9.34	10.49	110.	10.86	8.23
BOYS	104.	13.45	8.06	104.	12.77	11.43	104.	13.04	8.41
GRADE 8, TOTAL	205.	12.12	8.80	205.	11.98	12.07	205.	12.05	9.28
SES 1	99.	11.16	10.37	99.	10.34	12.98	99.	10.67	10.69
SES 2	106.	13.08	7.24	106.	13.61	11.17	106.	13.42	7.87
GIRLS	98.	11.54	9.03	98.	13.17	12.80	98.	12.36	10.00
BOYS	107.	12.70	8.57	107.	10.78	11.34	107.	11.74	8.57
TOTAL SES 1	312.	11.14	8.61	312.	10.55	11.63	312.	10.80	9.13
TOTAL SES 2	319.	11.73	7.91	319.	11.32	10.38	319.	11.53	8.21
TOTAL GIRLS	316.	11.09	8.46	316.	11.78	11.85	316.	11.44	9.29
TOTAL BOYS	315.	11.78	8.06	315.	10.08	10.17	315.	10.89	8.05
SIGNIFICANT EFFECTS									

GROUP REPORTED	PEER TO PEER NEGATIVE QUESTIONS 4,9,11,15,18			PEER TO TEACHER NEGATIVE QUESTIONS 8,12,16,19,21			TOTAL NEGATIVE QUESTIONS 4,8,9,11, 12,15,16,18,19,21		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	212.	10.66	10.60	212.	9.63	11.46	212.	10.21	10.18
SES 1	103.	13.58	12.03	103.	12.96	13.91	103.	13.27	11.83
SES 2	109.	7.74	9.18	109.	6.30	9.00	109.	7.14	6.53
GIRLS	108.	7.21	7.42	108.	5.50	7.84	108.	6.41	6.90
BOYS	104.	14.11	13.78	104.	13.77	15.08	104.	14.01	13.47
GRADE 6, TOTAL	214.	11.53	10.64	214.	12.29	10.92	214.	11.98	9.35
SES 1	110.	14.58	11.89	110.	12.84	10.43	110.	13.79	9.54
SES 2	104.	8.48	9.38	104.	11.74	11.41	104.	10.17	9.15
GIRLS	110.	7.53	6.63	110.	8.93	7.37	110.	8.32	5.96
BOYS	104.	15.53	14.64	104.	15.65	14.47	104.	15.64	12.73
GRADE 8, TOTAL	205.	11.42	9.37	205.	17.66	13.05	205.	14.50	10.48
SES 1	99.	10.01	9.93	99.	16.78	15.28	99.	13.39	11.97
SES 2	106.	12.82	8.81	106.	18.55	10.82	106.	15.60	8.98
GIRLS	98.	9.98	8.60	98.	14.98	11.74	98.	12.43	9.84
BOYS	107.	12.86	10.15	107.	20.35	14.36	107.	16.57	11.11
TOTAL SES 1	312.	12.73	11.28	312.	14.19	13.21	312.	13.48	11.12
TOTAL SES 2	319.	9.68	9.12	319.	12.20	10.41	319.	10.97	8.89
TOTAL GIRLS	316.	8.24	7.55	316.	9.80	8.98	316.	9.05	7.56
TOTAL BOYS	315.	14.17	12.86	315.	16.59	14.63	315.	15.40	12.44
SIGNIFICANT EFFECTS		SEX		GRADE	SEX			SEX	

MEAN PEER NOMINATION INVENTORY RATINGS

FIGURE 1 - SEX

JAPAN

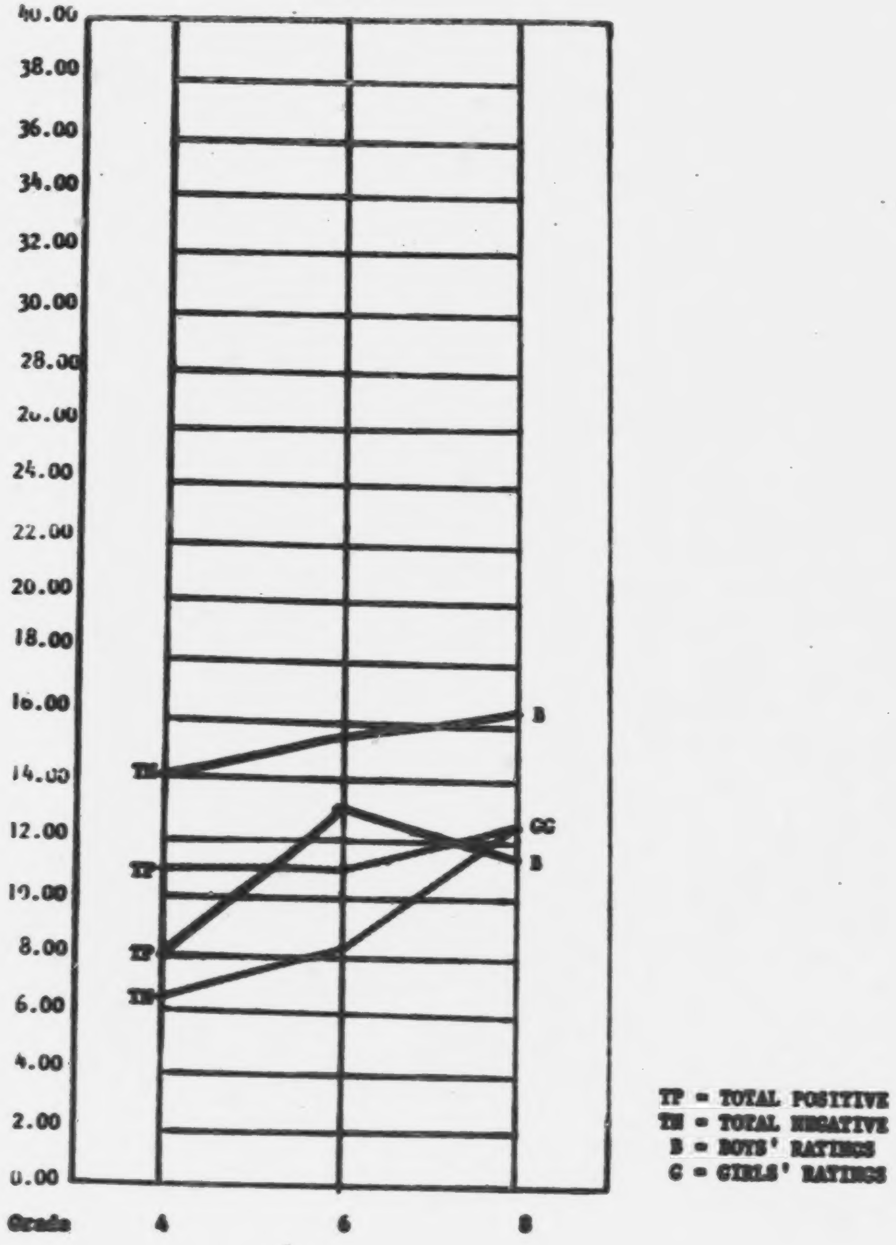

FIGURE 2 - SES

JAPAN

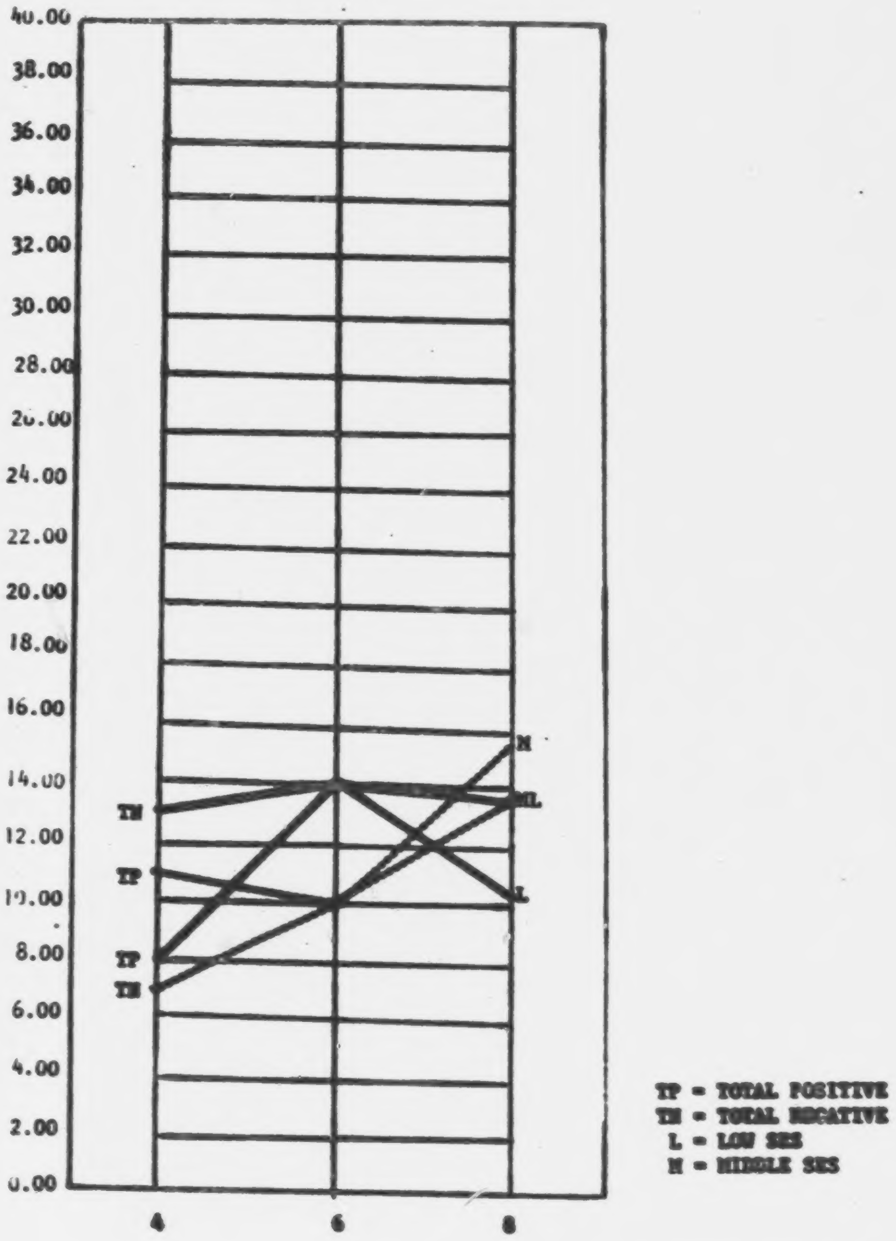

Table II

Japan

Correlation Coefficients Between Ratings of Positive Behavior by Grade, SES, Sex

Sex		Total Positive				Peer to Teacher Positive			
		Girls		Boys		Girls		Boys	
SES		Low	High	Low	High	Low	High	Low	High
PP+	4	.92	.94	.90	.95	.83	.79	.72	.78
Grade	6	.89	.75	.71	.89	.57	.41	.28	.69
	8	.95	.77	.84	.78	.84	.46	.51	.44
PT+	4	.98	.95	.95	.93				
	6	.88	.91	.87	.94				
	8	.97	.92	.89	.91				

Table III

Japan

Correlation Coefficients Between Ratings of Negative Behavior by Grade, SES, Ses

Sex		Total Negative				Peer to Teacher Negative			
		Girls		Boys		Girls		Boys	
SES		Low	High	Low	High	Low	High	Low	High
PP-	4	.90	.90	.90	.96	.68	.53	.66	.84
Grade	6	.89	.68	.86	.64	.50	.33	.43	.64
	8	.95	.95	.89	.84	.85	.84	.72	.51
PT-	4	.93	.84	.92	.96				
	6	.83	.91	.83	.91				
	8	.94	.97	.96	.89				

All correlations in Tables II and III are significant.

Table IV

Japan

Correlation Coefficients Between Ratings of Positive and Negative Behavior

Sex		Peer to Peer Negative				Peer to Teacher Negative				Total Negative			
		Girls		Boys		Girls		Boys		Girls		Boys	
	Grade	SES 1	SES 2	SES 1	SES 2	SES 1	SES 2	SES 1	SES 2	SES 1	SES 2	SES 1	SES 2
Peer to Peer Positive	4	-.21*	-.11	.03	-.41*	-.19*	-.24*	-.19*	-.39*	-.22*	-.17	-.09	-.42*
	6	.06	-.08	.05	-.30*	.09	.33*	.04	-.31*	.07	.21*	.05	-.34*
	8	-.33*	-.09	-.22*	-.17	-.15	-.20*	-.05	.04	-.23	-.16	-.12	-.07
Peer to Teacher Positive	4	-.29*	-.18*	-.02	-.36*	-.40*	-.23*	-.34*	-.42*	-.39*	-.21*	-.20*	-.41*
	6	.18*	-.04	.24*	-.06	.05	-.13	-.02	-.20*	.13	-.14	.14	-.15
	8	-.40*	-.46*	-.33*	.21	-.32*	-.50*	-.33*	.14	-.36*	-.51*	-.36*	.20*
Total Positive	4	-.27*	-.16	-.00	-.41*	-.34*	-.25*	-.30*	-.43*	-.34*	-.21*	-.17	-.44*
	6	.12	-.08	.20*	-.17	.07	.05	.01	-.27*	.11	-.01	.12	-.25*
	8	-.38*	-.37*	-.32*	.06	-.25*	-.46*	-.23*	.11	-.31*	-.44*	-.28*	.10

*p ≤ .05

Table V

Japan

Correlation Coefficients Between PAR Status Indices and PNI Indices

PAR Aggressor Ratings

		Girls			Boys		
PNI	Grade	AaC	CaA	CaC	AaC	CaA	CaC
PP+	4	-.01	.10	.12	.03	.30*	.27*
	6	-.26*	-.09	-.04	-.08	-.09	-.09
	8	-.11	-.14	-.13	.02	-.03	.00
PT+	4	-.07	.03	.13	.02	.23*	.24*
	6	-.18*	-.14	-.08	-.17	-.12	-.10
	8	-.22*	-.25*	-.23*	.05	.05	.03
PP-	4	.23*	-.01	-.01	.21*	.05	.11
	6	-.07	.03	.00	.07	-.00	.23*
	8	.08	.01	-.04	.15	-.03	.06
PT-	4	.07	-.20*	-.20*	.30*	-.03	.04
	6	-.15	-.24*	-.22*	.13	-.03	.18*
	8	.05	.14	.04	.14	-.00	.06

PAR Victim Ratings

		Girls			Boys		
PNI	Grade	AaC	CaA	CaC	AaC	CaA	CaC
PP+	4	.01	-.07	-.02	-.04	-.18*	-.08
	6	.25*	-.13	-.02	.08	.07	-.11
	8	.11	-.02	.15	-.04	-.08	.11
PT+	4	-.14	-.02	-.03	-.02	-.09	-.07
	6	.06	-.01	-.04	.02	.02	-.08
	8	.08	.11	.21*	-.09	-.13	.08
PP-	4	-.09	-.01	.05	.01	.00	-.11
	6	.02	-.13	.02	-.04	-.02	.01
	8	.01	.21*	.10	-.01	.06	.02
PT-	4	-.07	-.07	-.00	-.08	.05	-.06
	6	.05	-.05	.07	.00	.02	.03
	8	-.03	.15	.10	-.10	.03	-.06

*$p \leq .05$

Table VI

Japan

Correlation Coefficients Between PAR Set Indices and PNI Indices

PAR Aggressor Ratings

Girls

PNI	Grade	TsC	PosC	PsC	PhC	CsC	ChC	CsP	CsPo	CsT
PP+	4	-.16	-.11	-.08	.10	.07	.13	.11	.10	.05
	6	-.16	-.14	-.16	-.25*	-.06	-.02	-.12	-.06	-.07
	8	-.14	-.12	-.04	-.07	-.16	-.06	-.09	-.20*	-.13
PT+	4	-.20*	-.11	-.09	.02	.08	.14	.04	.02	-.01
	6	-.03	-.08	-.12	-.20*	-.04	-.10	-.17	-.08	-.12
	8	-.27*	-.22*	-.20*	-.07	-.26*	-.13	-.21*	-.32*	-.22*
PP-	4	.32*	.23*	.16	.13	-.09	.09	-.00	.01	-.02
	6	.02	-.11	-.01	-.09	-.10	-.13	.01	.09	-.01
	8	.31*	.11	.17	-.10	.04	-.10	.01	.02	-.03
PT-	4	.21*	-.16	.02	-.01	-.21*	-.09	-.21*	-.15	.21*
	6	-.02	-.12	-.05	-.17*	-.12	-.26*	-.21*	-.23*	-.27*
	8	.25*	.05	.18*	-.01	.13	-.06	.13	.16	.10

PAR Aggressor Ratings

Boys

PNI	Grade	TsC	PosC	PsC	PhC	CsC	ChC	CsP	CsPo	CsT
PP+	4	.01	-.09	-.12	.17*	.24*	.19*	.26*	.32*	.31*
	6	.02	-.01	-.04	-.10	-.12	-.02	-.11	-.03	-.09
	8	-.02	.06	-.08	.10	-.04	.04	-.05	-.00	-.01
PT+	4	-.03	-.16	-.19*	.17*	.18*	.22*	.21*	.23*	.23*
	6	-.06	-.15	-.18*	-.12	-.12	-.03	-.19*	-.04	-.08
	8	.05	.09	-.08	.12	.07	-.03	.07	.02	.02
PP-	4	.10	.09	.18*	.18*	-.01	.19*	.05	.07	.01
	6	.14	.01	.16	-.02	.24*	.09	.01	-.02	.01
	8	.11	.18	.12	.11	.11	-.02	.00	-.04	-.07
PT-	4	.17	.27*	.36*	.15	.01	.04	-.05	-.00	-.01
	6	-.01	.19	.26*	.04	.21*	.04	-.02	-.07	.01
	8	.04	.14	.12	.12	.10	-.01	-.01	.01	-.00

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* p ≤ .05

JA

Table VI (Cont'd)

Japan

Correlation Coefficients Between PAR Set Indices and PNI Indices

PAR Victim Ratings

Girls

PNI	Grade	TsC	PosC	PsC	PhC	CsC	ChC	CsP	CsPo	CsT
PP+	4	.03	.14	.04	-.08	-.00	-.03	-.07	-.08	-.06
	6	.30*	.20*	.21*	.19*	.07	-.12	-.08	-.19*	-.12
	8	.00	.14	.15	.02	.10	.16*	-.03	-.06	.04
PT+	4	.11	.22*	.18*	.02	.06	-.09	-.02	-.04	.00
	6	.14	.09	.02	.03	-.01	-.06	-.03	.03	-.01
	8	.04	.11	.01	.11	.11	.25*	.05	.16	.12
PP-	4	-.01	-.05	-.10	-.12	.05	-.05	-.02	-.03	.04
	6	.06	-.03	.06	-.05	.01	.03	-.06	-.18*	-.16
	8	-.03	-.03	-.01	.04	.12*	.06	.17	.19*	.22*
PT-	4	.04	-.07	-.10	-.10	.09	-.07	.08	.02	.07
	6	.03	.03	.08	.02	.06	.06	-.01	-.12	-.05
	8	-.11	-.00	-.06	.02	.10	.09	.12	.14	.16

PAR Victim Ratings

Boys

PNI	Grade	TsC	PosC	PsC	PhC	CsC	ChC	CsP	CsPo	CsT
PP+	4	-.02	-.02	-.07	-.05	-.14	-.00	-.15	-.18	-.18
	6	.15	.14	-.04	.07	-.04	-.15	.03	.10	.08
	8	-.06	-.06	-.06	.02	.02	.17	-.08	-.05	-.07
PT+	4	-.05	.04	.06	-.10	-.08	-.02	-.06	-.12	-.09
	6	-.02	.02	-.02	.08	.04	-.18*	-.01	.05	.04
	8	-.20	-.12	-.04	-.01	-.03	.17	-.06	-.12	-.21
PP-	4	.03	.05	.04	-.05	.04	-.20*	.00	-.04	.03
	6	-.01	.00	-.08	-.05	-.03	.04	-.03	-.00	-.01
	8	.04	-.04	-.04	.02	-.03	.06	.10	.05	-.03
PT-	4	.02	-.06	-.08	-.08	.08	-.15	.06	.04	.03
	6	.09	.05	-.01	-.06	-.02	.07	.05	.00	-.02
	8	-.02	-.14	-.08	-.09	-.10	.00	.06	.04	-.04

* p ≤ .05

Table VII

Japan

Correlation Coefficients Between PAR Sex Indices and PNI Indices

PAR Aggressor Ratings

		Girls				Boys			
PNI	Grade	MaM	MaF	FaM	FaF	MaM	MaF	FaM	FaF
PP+	4	.13	.03	.14	.07	.26*	.26*	.23*	.16
	6	-.18*	-.17	-.11	-.17	-.11	.05	-.19*	-.11
	8	-.12	-.09	-.18*	-.12	-.08	-.00	-.01	.11
PT+	4	.11	.07	.02	-.01	.20*	.18*	.18	.16
	6	-.18*	-.20*	-.10	-.18*	-.08	-.10	-.23*	-.23*
	8	-.28*	-.20*	-.28*	-.16	-.08	-.14	.15	.21*
PP-	4	.09	.12	.02	.02	.15	.18*	.07	.13
	6	-.01	-.08	.04	-.00	-.00	.03	.20*	.10
	8	.01	.07	-.05	-.02	.02	.02	.13	.10
PT-	4	-.14	-.14	-.15	-.14	.06	.13	.08	.12
	6	-.25*	-.20*	-.22*	.25*	.08	.12	.11	.05
	8	.10	.12	.01	.04	.05	.02	.11	.10

PAR Victim Ratings

		Girls				Boys			
PNI	Grade	MaM	MaF	FaM	FaF	MaM	MaF	FaM	FaF
PP+	4	-.01	.01	-.11	.01	-.09	-.12	-.05	-.17
	6	.15	.06	-.01	.00	.07	-.06	.08	-.06
	8	.04	.08	.08	.10	.01	.00	.00	-.02
PT+	4	.09	.05	-.01	.06	-.04	-.04	-.02	-.13
	6	.04	.07	-.08	-.03	.03	-.05	.08	-.09
	8	.08	.08	.22*	.17	-.11	.06	-.11	.09
PP-	4	-.06	-.10	-.02	.01	.02	-.05	-.07	-.04
	6	-.00	.07	-.15	-.02	-.06	.11	-.16	.02
	8	.17	.08	.08	.06	-.02	.11	-.08	.12
PT-	4	-.09	.01	-.00	-.01	-.01	-.05	-.06	-.02
	6	.02	.04	-.01	.08	-.02	.12	-.08	.03
	8	.08	.08	.11	-.00	-.05	-.02	-.07	-.02

*p ≤ .05

United States PNI

White and Black Chapters

by

June L. Tapp

Prepared for U.S. Office of Education
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Introduction

The two worlds of children include that of adults and that of peers. In the school and in the classroom, these worlds are represented by teachers and classmates. Compliance in the school setting involves internalized, cooperative, rule-abiding, positive action toward peers and teachers; non-compliance focuses on deviant, rule-breaking negative behavior--also internalized. Standards for acceptance and/or rejection of specific and overt behaviors to peers and to teachers are, in part, learned in the natural milieus of the classroom and playground. In turn, these standards are reinforced by particular sanctions regarding normative classroom behavior.

The roles and jurisdictions of teachers and children are established and differentiated through the process of socialization in the school. Teachers and peers, in addition to parents, constitute primary socializing agents in childhood (Clausen, 1968; Parsons, 1959). The teacher-pupil and the pupil-pupil relationships, like the parent-child one, play a dominant role in the preparation of children for membership in society through the inculcation of certain culturally-acceptable rules and behaviors.

In the U.S., the period from kindergarten through grade 8 is a critical time for socializing compliance to the social systems of society, particularly the school. There is consensus about the "proper" attitudes toward peers and teachers, authority and rules. The school, acting in loco parentis and generally sharing, modifying and reinforcing the family's values, functions as an acculturating agent. Although there is some variability due to local control of the school systems, this acculturation is accomplished in the public schools during a period of compulsory attendance for all children from 5 to 13 years of age, 6 to 7 hours a day, 5 days a week, and 36 weeks a year in a classroom of approximately 30 to 35 students. Traditionally the teacher in the first 6 years is a woman with whom the students remain for one year. The class, composed of age-peers of both sexes, is drawn from the neighborhood which is typically homogeneous. During the grammar school period, students observe certain sanctions and restrictions that apply only to them and primarily in this context (Freidenberg, 1963). For this reason, the public school system is regarded by some as "authoritarian." However, although specific classroom climates may vary by commitment to traditional or progressive modes of instruction, all school systems would proclaim the values of equality, democracy, and individuality.

Also, in the United States the school is a crucial instrumentality for preparing ethnic minorities, immigrants and the underprivileged--the crucially inexperienced--for social, economic, and occupational achievement and mobility in the larger society. However, evidence indicates that the school historically has favored the economically-advantaged over the culturally-deprived.

Recent federal legislation and governmental programs have sought to "equalize" educational opportunity. The Supreme Court's 1954, Brown vs. Board of Education decision on racial integration had great impact on school curriculum and administration. Since then, there has been increasing recognition on a national level of the psychological costs of prejudice and discrimination as well as an increase in the influence blacks have exercised on the school systems and other institutions of society. The push for equal opportunity and power has been sustained by (1) a motive to eliminate subcultures of poverty and sub-cultures of racial-ethnic subserviences, and (2) the development of civil rights and black separatism movements which stress ethnic identity and economic self-sufficiency and security in an attempt to avoid the syndrome of self-hate, inferiority, and denigration (Clark, 1965; Pettigrew, 1964). Although the spirit of protest and the feeling of efficacy increase, there remains a history of alienation.

The present research was undertaken in 1965-1966, after the initial civil rights surge but before the emergence of an aggressive black power movement. Both black and white public school children were sampled. The majority of the low SES, black children resided in ghettos; the high SES blacks in integrated, professional, or progressive, i.e., "forwarding looking," neighborhoods. Some white children lived in transitional racial communities, others in essentially ethnically homogeneous, i.e., "lily-white," situations. The two U.S. research groups represented the typical array of ethnic mixtures found in schools and communities today and therefore might be expected to reflect children's differing perspectives on the school system and their varying classroom copying styles.

With age, as children's view of the teacher and the implicit or assumed power of the teacher role change so may their classroom behavior. Older children are more questioning of the teacher-pupil relationship as well as the school power structure. Deterrence introduced by teachers seems less powerful, compelling, or "injurious" than by the peer group. Non-compliant, aggressive behavior becomes a justified form of expression even among low SES children who may feel awed and frustrated by the middle class orientation of the schoolroom. Boys seem more willing to test the teachers' unwillingness to tolerate typically "masculine," i.e., disruptive, boisterous, assertive, behavior. Although girls may continue to be less aggressive, better-behaved, and more readily adaptive to routines (Friedenberg, 1963) than boys, both sexes with maturity seem to have higher regard for classmates and an increased skepticism regarding the viability of teachers' demands for compliant, positive, or cooperative behavior. For older children peers become more important for behavior and more influential in children's decision-making and in their achieving goals.

To measure the effect of age, sex, and SES on children's behavior, the Peer Nomination Inventory (PNI) was administered in the classroom. The PNI is a peer-rating, sociometric instrument which distinguishes between overt, aggressive or compliant behavior. In each classroom children rated their classmates in terms of their having exhibited compliant and non-compliant behaviors toward both peers and teachers. The overt actions involved aggressive or cooperative exchanges in a variety of situations in the school milieu. Children have reputations for aggressive, non-acceptable, negative school behavior which peers can rate by grade 3 (Walder, 1961). Nominations about peer-to-peer and peer-to-teacher exchanges are based on reputations as well as estimates of the idealized "good" girl and "good" boy (Tuddenham, 1952). Aside from measuring children's behavior, the PNI is also a particularly useful technique for assessing the differential role of peers and teachers in socialization for boys and girls at different ages and at different socio-economic levels (Minturn & Lewis, 1968).

White Sample

Positive Ratings

Total Positive Index

Sex was the only significant effect on the Total Positive index. There was no difference by age or socio-economic status and whether children were perceived by their peers as behaving in a positive, cooperative way. Girls, as seen by their classmates, overall exhibited more "good" behavior than boys in the classroom. (See Table I, Figs. 1 and 2).

As a result of early socialization and the learning of sex-appropriate behaviors, girls tend to be more helpful, agreeable, sociable, and obedient (Tuma & Livson, 1960; Sears, Maccoby & Levin, 1953; Kagan & Moss, 1962). Girls more easily than boys internalize pro-social, cooperative behavioral modes. Boys experience conflict and multiple pressures, i.e., wanting to be good and not wanting to adopt a feminine style (Parsons, 1955). Despite the press to an equality between the sexes, society applies a double standard: aggression and dominance generally are condoned for males and passivity, affiliation, nurturance, and affect approved of, if not encouraged, for females (Goodenough, 1957; Kagan, 1964; Parsons, 1948; Hartley, 1960). These differential standards, not unexpectedly, were reflected in boys' and girls' varying behavior in the classroom (Tuddenham, 1952).

Peer to Peer and Peer to Teacher Positive Indices

A. Age Differences

As on the Total index, ratings for compliant behavior toward either classmates or teacher showed no evidence of significant variation by age. For whites, there was no increase in the frequency of cooperative, obliging behavior. (See Table I).

B. Sex Differences

Sex maintained its significance on both the Peer to Peer and the Peer to Teacher indices. As discussed on the Total index, girls, more often than boys, were seen as friendly, helpful and fair to other children.

C. SES Differences

In terms of socio-economic status there was no variation from the Total Positive index. For both Peer to Peer and Peer to Teacher ratings, SES differences were not significant; children's good behavior evidently was not affected by status background. This finding contradicts earlier research indicating that low status groups are more conforming toward authority (Dolger & Ginandes, 1946; Maas, 1951; Kohn, 1960).

D. Correlations Among Total Positive, Peer to Peer Positive, and Peer to Teacher Positive Ratings

Regardless of age, sex, or socio-economic status, the correlations between Total Positive and Peer to Peer Positive and between Total Positive and Peer to Teacher Positive were significantly high, ranging from .88 to .98. As would be expected, the correlations between the two independent indices--Peer to Peer Positive and Peer to Teacher Positive, although significant, were necessarily somewhat lower, ranging from .64 to .90. (See Table II).

Correlations at grade 8 were consistently lower than correlations at grades 4 and 6, suggesting that both boys and girls, as they matured differentiated more in terms of their positive behavior patterns. Although, overall, children who were perceived as helpful and cooperative with peers were likely to be compliant and obliging to teachers, for older children the probability that these behaviors would coexist somewhat declined. Furthermore, boys' correlations were always lower than girls. This pattern in conjunction with the fact that girls more frequently demonstrated sociable, positive bahavior toward both classmates and the teacher suggested that girls do indeed live up to societal expectations and behave "nicely" toward everyone. Boys, who may receive less approval for being helpful and agreeable, were less likely to have a generalized orientation to exhibiting good behavior.

E. Summary and Discussion of Positive Ratings

On all three positive indices, sex was a significant effect; girls were not only more compliant and helpful with the teacher but also more friendly and sociable with other children. Neither age nor socio-economic status differences were significant on the positive indices. Furthermore, correlations between positive indices were all significant; children who exhibited positive and compliant behavior to their peers tended to be the same children who behaved positively toward their teacher.

Negative Ratings

Total Negative Index

Age and sex significantly affected whether children were perceived by their peers as behaving in a negative or aggressive way. There was no difference between children's socio-economic status and their classroom behavior. (See Table I, Figs. 1 and 2).

The significant age effect was curvilinear: non-compliant, disruptive behavior increased from grades 4 to 6, followed by a decrease below the grade 4 level from grades 6 to 8. The grade 6 increase in disobedient, boisterous activity may be due to pre-adolescent, precocious behavior testing limits, questioning authority, and expressing autonomy. Somewhat older children who may have more of a sense of themselves and the situational expectations adopted more appropriate and agreeable modes of interaction and less uncooperative, unfriendly patterns.

Boys, as might be expected, were significantly more aggressive, anti-social, and non-conforming than girls. These boy-girl differences may be due to differential socialization practices. While girls internalize pro-social, affiliative styles, boys internalize role expectations of sex appropriate behavior which value aggressiveness more and see more positive aspects to conflict and disagreement than do girls (Dubin & Dubin, 1963; Hess & Torney, 1965; Kagan, 1964; Tryon, 1939). Although boys are taught to be cooperative, friendly, and agreeable, they are also permitted to engage in more aggressive, autonomous, contentious activities and are encouraged to defend themselves and not act like sissies (Kohn, 1959; Parsons, 1948; Sears, Maccoby & Levin, 1957).

Peer to Peer and Peer to Teacher Negative Indices

A. Age Differences

Examination of the Peer to Peer and the Peer to Teacher indices clarified the behavior changes with age found on the Total index. (See Table I). As children matured, there was a significant linear decrease in negative, aggressive behavior toward peers. The grade effect on behavior toward teacher was curvilinear, though: non-compliant, uncooperative behavior increased from grades 4 to 6 but decreased from grades 6 to 8, although it still remained higher than at grade 4. As children approach adolescence, peer group affiliation becomes more salient to them (Coleman, 1961; Kinch & Bowerman, 1951). Not surprisingly, concomitant with the increasing importance and influence of peers was a decrease in hostile, uncooperative modes of behavior which are destructive to engendering warm, positive interactions (Campbell, 1964). As a result of this movement toward peers and a press toward greater autonomy from authority, children may exhibit more questioning, protesting, and testing of the teacher figure as the curvilinear age effect suggested (Baldwin, 1955; Kohlberg, 1963).

B. Sex Differences

The significant variation by sex on the Total Negative index held on both the Peer to Peer and the Peer to Teacher indices. Boys, more often than girls, exhibited aggressive, rebellious, autonomous behavior to classmates and teachers.

C. SES Differences

Although socio-economic status was not significant on the Total Negative index, there was a significant SES effect on the Peer to Peer index. Low status more than high status children were likely to be perceived by peers as disagreeable, aggressive, or uncooperative toward classmates. Not inconsistently, children regardless of status background were equally non-compliant and disruptive to the teacher, the classroom authority figure, while at the same time low status children in the peer setting, a more equalitarian exchange, exhibited more negative behavior. Differential socialization patterns may have resulted in this SES difference (Elder, 1963; Miller & Swanson, 1960; Crandall, 1958). Low status family backgrounds, although teaching children norms of constraint in their interaction with authority figures, may encourage and value directly and indirectly, i.e., through modeling, more aggressive, self-assertive modes of behavior in their children (Falk, 1959; Pope, 1953). Furthermore, low status children may exhibit more aggressive behavior because of initial negative evaluations by peers and teachers which are subsequently reinforced by social rejection and subjective expectancy (Lippitt & Gold, 1959; Rosenthal, 1966).

D. Correlations Among Total Negative, Peer to Peer Negative, and Peer to Teacher Negative Ratings

All of the correlation coefficients between the three negative indices were consistently significant and extremely high, ranging from .74 to .98. Interestingly, the age decrease observed on the positive correlations did not emerge. The likelihood that non-compliant behavior toward peers would coexist with non-compliant behavior toward the teacher did not decline with age. (See Table III).

Correlations were somewhat lower at grade 6; behavior at the preadolescent age may be less consistent and predictable because, as indicated previously, children are experiencing a period of transition both toward the peer group and to authority figures. Furthermore, there was a slight tendency for girls and high status children to have lower correlations, indicating slightly more discrimination in their expression of aggressive and hostile behavior. Since aggressive, non-compliant behavior may be a more acceptable style for boys, a "bad" boy may be more generally misbehaving while a misbehaving girl may be boisterous and aggressive toward classmates and yet remain at the same time cooperative and obliging to the teacher. Also the status effect suggested that high status children's greater differentiation between behavior may be due to the impact of increased opportunities for role experimentation and social participation on development (Kohlberg, 1963).

Summary

A. Correlations Between the Positive and Negative Ratings

Negative correlations between ratings of positive and negative behavior for the U.S. whites were high and were all significant, ranging from -.36 to -.79. Grade 6 and low status children tended to have slightly higher correlations. (See Table IV). There was no difference by sex in the magnitude of correlations.

Correlations with the Peer to Teacher Negative index were stronger than correlations with the Peer to Peer Negative index for both the Peer to Peer and the Peer to Teacher Positive indices. Children who were seen by their peers as demonstrating aggressive, hostile behavior to the teacher were not as likely to be positive toward their peers or toward the teacher as were children who behaved uncooperatively and negatively to peers. Aggressive behavior toward the teacher more consistently and predictably indicated a general, pervasive negative style than did a similar non-compliant orientation to peers.

Also correlations between teacher negative and positive indices were higher than correlations between the peer negative and positive indices. With the exception of high status, grade 4 boys, this pattern held for all sampling groups. Not surprisingly, correlations between peer indices were lower; children may at the same time be positive and affiliative to certain classmates while behaving negatively and hostilely to other peers. Children within the larger group form cliques and stronger friendship ties which result in differential actual treatment of different classmates. Also in evaluating peers, children's perceptions are more likely to be influenced by their personal preferences and likes and dislikes of classmates' behavior to peers. As the peer group becomes more important, less consistency in peer behavior might be expected. Age trends indicated that with maturity correlations decreased, i.e., there was more likelihood that positive behavior to peers would coexist with negative behavior to peers, children behaving cooperatively to friends and aggressively to children who were not friends. For teachers, the reverse age pattern emerged. Older children who were hostile and non-compliant to the teacher were even less likely to be the same children who were obliging and compliant to the teacher. Both in terms of children's perceptions and their actual behavior, subgroups and cliques had less pronounced influence in peer to teacher ratings; hence, children's behavior to the teacher figure was somewhat more consistent and predictable.

Overall, reasons of friendship and personal preference were minor; all correlations were significant, indicating that children behaved consistently in the classroom. Children who acted positively toward their peers acted positively toward their teacher. Likewise, children who behaved negatively toward peers were the same children who behaved negatively toward the teacher. Furthermore, children who exhibited negative, aggressive behaviors were not the same children who exhibited positive, compliant behaviors.

B. Summary and Discussion of the Total PNI

Although there was no significant age variation in positive behavior, the incidence of aggressive and hostile behavior directed toward peers and teacher varied with age. As children matured, negative, unfriendly behavior toward classmates diminished. Older children move toward greater affiliation with peers. As the peer group becomes a more central, important source of aid, influence, support, and exchange, children, as might be expected, behaved less disagreeably and uncooperatively toward each other. The grade effect for behavior toward teacher was curvilinear: children at grade 6 were the most non-compliant. The preadolescent shift toward increased communication with peers and greater autonomy from adult figures may be marked by more aggressive and rebellious behavior to the teacher--the classroom authority figure.

Overall, children's classroom behavior varied more by sex than by age and SES differences. (See Figs. 1 and 2). Both boys and girls behaved according to their sex-appropriate roles and traditional expectations of socially acceptable, permissable conduct: girls were more helpful, obedient, obliging, and compliant to both classmates and teacher; boys, in contrast, were more aggressive, contentious, autonomous and uncooperative. Girl-boy differences in socialization undoubtedly accounted for these differential modes of behavior. Girls are reared to value and model pro-social, affiliative, nurturant styles while for boys more emphasis is placed on independent, aggressive, orientations where there is greater tolerance for rebellious, non-compliant activity.

Socio-economic status differences did not affect children's positive behavior in the classroom. On the negative behavior indices, there was a significant SES effect in behavior to peers, but not to the teacher. More low status than high status children were uncooperative and hostile toward their classmates. Class differences in socialization may account for this difference, children from the low status group directly and indirectly learning to place more value on aggressive, non-compliant behaviors. Since their strict background at the same time would inhibit and reject displaying such behavior to adult authority figures, only in equal, peer to peer interaction did negative expressions emerge. Or perhaps low status children, internalizing other's expectations of them, were more likely to misbehave in the classroom.

Relationship Between PAR and PNI: Wrongness Judgements and Classroom Behavior

The PAR-PNI correlations articulated the relationship between children's attitudes toward aggressive interpersonal exchanges and their overt expressions of non-compliant or compliant behavior. The latter reflected assessments or estimates by peers of aggressive and compliant classroom behavior toward peers and teachers. The analysis covered status, set, and sex PAR indices.

A. Status

Aggressor Ratings. An examination of product-moment correlations between attitudes toward aggressor wrongness on status and PNI indices revealed that only 11 of the 72 correlations were significant at the $p < .05$ level. (See Table V). Significant correlations were evenly distributed by behavior group and sex. The direction of the correlations was as might be expected: children demonstrating compliant, agreeable behavior in the classroom tended to rate child aggressors, particularly child aggressors of adult victims, as wrong and adult aggressors as not very wrong; children demonstrating aggressive, uncooperative behavior in the classroom generally rated adult aggressors as wrong but condoned aggressive action by children. Well behaved children may equate legitimacy with authority (Baldwin, 1955) and therefore perceive of a child being hit or scolded by an adult as deserving of such punishment, but a child aggressing as acting inappropriately, hence wrong. They apparently internalized adult norms prescribing good behavior (Clausen, 1968; Maccoby, 1968). Non-compliant children, seeing adults as not necessarily right, were more critical of adult aggression and more accepting of, if not strongly identifying with, aggressive behavior by children. Their own aggressive classroom modes generalized to their perception of aggressive behavior toward various authority figures as well as peers.

For girls, all significant relationships appeared on the child attack adult index. There were no apparent age trends in the magnitude of the correlations, however. For boys, most of the significant correlations were also on the child attack adult index. Significant correlations emerged most frequently at grade 4; attitude-behavior relationships were strongest at younger ages for boys and tended to disappear at the older ages. Not surprisingly, boys' and girls' feelings about the acceptability of child aggression toward adults were more consistent with their own behavior patterns. It would be expected that children responded with greater regularity in assessing other children, but interestingly the stronger correlations emerged only between their behavior and evaluations of child wrongness in aggressing adults, not evaluations of child wrongness in aggressing children. Undoubtedly, standards and rules governing peer to peer aggression are more variable; hence, children would not be as likely to have a set of attitudes that are congruent with their behavioral styles and cognitive framework. In the less ambiguous child-adult pairs in which societal expectations are more explicit (Bandura, 1960; Bandura & Walters, 1959; Berkowitz, 1962; Minturn & Lambert, 1964; Sears, Maccoby & Levin, 1957), greater consistency between attitudes and behavior may be expected.

Victim Ratings. Only 3 of the 72 product-moment correlations between PNI scores and victim wrongness reached significance, a frequency slightly less than would be expected by chance. The three correlations that were significant, however, were at grade 8 and in the compliant, well-behaved groups.

B. Set

Aggressor Ratings. Of the 216 product-moment correlations between set and PNI indices, 57 were statistically significant.

This was a proportionately greater number of significant correlations than had been the case in the status-PNI analysis, suggesting that the index of total adult authority masked important trends which emerged for specific authority roles. (See Table VI).

Significant correlations appeared more often for girls than for boys and slightly more often for non-compliant than for compliant children. On parent scold child, significant correlations emerged for girls, but not for boys. For both boys and girls there were no significant correlations at all for the parent hit child index. On child hit child, there were significant correlations for both sexes but more often for boys. On child scold child, the only significant correlation was a negative one for non-compliant grade 6 boys.

For girls, significant correlations were equally distributed between status groups, i.e., between adult aggressor and child aggressor. On the adult aggressor indices, a somewhat greater number of significant relationships emerged for teacher scold child than for policeman scold child and parent scold child indices. A similar pattern was evident on the child aggressor indices: significant relationships emerged with greater frequency on the child scold teacher index. As might be expected, there were more significant correlations between assessments of the teacher figure, the authority figure in the classroom, and estimates of compliant and non-compliant behavior which were also related to the classroom setting.

Significant relationships appeared chiefly at the younger age levels for all girls on the adult aggressor indices, but for the child to adult aggressor indices age trends were more variable. Significant correlations emerged, with one exception only, at grades 4 and 8. The two significant correlations for the equal indices were on the child hit child dyad and were at grade 4.

For boys, there were more significant correlations between classroom behavior and perception of child wrongness in aggressing adults than between behavior and perception of adult wrongness in aggressing a child. As with girls, on the adult aggressor indices, significant correlations appeared more frequently for teacher. Policeman ranked next, but no significant correlations with parents emerged. In fact, for boys in evaluating parent hit and parent scold no consistent relationship between their attitudes and their classroom behavior was evident. On the child to adult aggressor indices, although relationships with teacher and policeman emerged most frequently, there was actually little distinction by status role.

Age trends for boys were generally opposite to those for girls. Significant correlations tended to appear at the older age levels on the adult to child aggressor indices. On the child to adult aggressor indices significant correlations emerged at younger age levels, although this was less true of children who were rated as exhibiting negative behavior to teachers.

Victim Ratings. A clear sex difference emerged on this analysis. While only 18 of the total 216 correlations were significant, 15 of the 18 emerged for girls, primarily the compliant group. (See Table VI).

The direction of the significant correlations was consistent with the findings on the aggressor analysis. Compliant children generally condemned child victims of adult aggression. Well-behaved children for all status roles, with few exceptions, upheld adult victims of child aggression. These patterns consistently appeared for both boys and girls at all grade levels on the teacher scold child and child scold teacher indices, again revealing the strong pattern between classroom behaviors and children's feelings about relationships in the classroom. Generally, as might be expected, aggressive children rated child victims as not very wrong but adult victims as wrong. A crucial exception to this pattern was that aggressive girls at grade 4 significantly saw child victims of parent scolding as wrong. By grade 6, though, correlations were not significant; child victims were no longer wrong.

As stated above, the bulk of significant relationships emerge for compliant girls. Here, relationships were most frequently significant for child scold teacher. Also, while there were no significant correlations on parent hit child and child hit child, significant correlations emerged on both parent scold and child scold indices.

Age trends for compliant girls tended to be mixed. A general pattern of significant correlations at older age levels emerged for teacher scold child, policeman scold child, child scold policeman, and child scold teacher indices. This pattern, however, was much more evident on the adult victim indices.

C. Sex

Aggressor Ratings. On this analysis, 10 of the 96 correlations were significant, 8 of the 10 in the non-compliant groups. (See Table VII). For girls, five of the six significant correlations were on the female-attack-male index. For boys, the four significant correlations were distributed between the female-attack-male, male-attack-female, and male-attack-male indices. There were no significant relationships at all for the female-attack-female index. No striking age trends emerged for either boys or girls.

The sex-PNI correlations revealed a crucial distinction between boys and girls. Well-behaved, cooperative girls expressed a conventional and sub-servient orientation to males (Hovland & Janis, 1959; Kagan & Moss, 1962; Tuma & Livson, 1960). They perceived females aggressing males as wrong and males aggressing females as not wrong. Their conventional as well as culturally-related orientation extended to their tendency to view females attacking females negatively. According to well-behaved girls, "nice girls" are not aggressive to females or males (Berkowitz, 1962; Sears, 1961; Sears et al., 1957). Non-compliant, unsociable girls showed the reverse pattern: they rejected males attacking females and accepted females aggressing males. Quite notably, four of the sex significant correlations for girls were between non-compliant behavior and the female attack male index. Non-compliant girls apparently rejected traditional notions about female behavior and demeanor and felt it was alright for females to demonstrate aggression toward males (Heilbrun, 1964).

Compliant boys tended to reject aggressive behavior regardless of the sex of the aggressor victim. This pattern was most consistent on the male attack female index, in striking contrast to well-behaved girls' approving assessments of male aggression on this index. Misbehaving boys accepted all aggressors in same and cross sex aggressive relationships. Apparently sex identification was a more salient factor affecting judgments for girls than boys.

Victim Ratings. Only one significant correlation emerged. This frequency was less than would be expected by chance.

D. Summary

Overall the number of significant correlations was extremely low and their magnitude barely attained significance levels. Consequently, much of the preceding discussion must be qualified as exploratory in nature and suggestive of trends and patterns. The major findings of the PAR-PNI correlation analysis related to classroom behavior and the aggressor indices. For the victim on the status and sex indices there were fewer significant correlations than would be expected by chance.

With few exceptions, compliant children who have a more conventional, obedient value system sanctioned adult but censured child aggression, while aggressive children censured adult but upheld child aggression. Well-behaved children may be more likely to equate legitimacy with authority.

On the set-PNI correlations there were more significant relationships for girls than boys and somewhat more for the non-compliant, i.e., negative, behavior groups. The crucial distinctions by role related to the teacher and the parent figures. The greatest frequency of correlations was between classroom behavior and assessments of the teacher, the classroom authority figure. For girls, there was no relationship between classroom behavior and parental hitting; for boys, there was absolutely no correlation between behavior and parental scolding or hitting activity.

As the status and set analyses indicated, non-compliant, aggressive, perhaps more autonomous children tended to reject adults. The potential effectiveness of adult figures as socializers and role models may be limited to the extent that they are not accepted as legitimate and just when they are disciplining and are considered wrong when they are victims of aggression. The teacher figure is particularly salient to this discussion. These findings have crucial implications for the viability of the school as a transmitter of societal values and standards, especially to lower class and minority group children for whom the family unit may not be providing models, cues, and skills necessary to social literacy. If misbehaving students do not accept the teacher, perhaps new techniques for communication must be devised and new figures introduced to work in conjunction with school authorities and within the school and community setting. The present school structure may not be sufficiently 'open' to tolerate non-conforming, questioning, and protesting children and cannot, through more conventional and authoritative modes of intervention, effectuate behavioral and attitudinal change. Furthermore, whether these children are actually "bad" children or whether they are simply non-submissive children responding to an authoritarian clime is debatable.

The most salient boy-girl difference emerged on the sex-PNI correlations. While compliant boys, regardless of the sex of the aggressor or victim, tended to reject aggressors and non-compliant boys to condone aggressors, girls' responses diverged by sex index. Compliant girls accepted males aggressing females and rejected females aggressing males; non-compliant girls exhibited the reverse pattern. Evidently sex identification was a major effect influencing girls.

UNITED STATES WHITE

TABLE I

SUMMARY MEANS AND STANDARD DEVIATIONS FOR PNI INDICES.

GROUP REPORTED	PEER TO PEER POSITIVE QUESTIONS 6,13,17,20			PEER TO TEACHER POSITIVE QUESTIONS 5,7,10,14			TOTAL POSITIVE QUESTIONS 5,6,7,10,13,14,17,20		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	274.	38.15	17.62	274.	35.98	18.32	274.	37.04	17.40
SES 1	135.	37.16	18.09	135.	35.38	17.50	135.	36.22	17.26
SES 2	139.	39.13	17.15	139.	36.58	19.14	139.	37.86	17.55
GIRLS	130.	41.89	18.72	130.	40.34	18.60	130.	41.12	18.12
BOYS	144.	34.40	16.52	144.	31.61	18.04	144.	32.97	16.69
GRADE 6, TOTAL	216.	36.35	16.61	216.	33.11	17.99	216.	34.76	16.58
SES 1	117.	35.38	17.10	117.	31.61	16.02	117.	33.59	15.89
SES 2	99.	37.31	16.11	99.	34.60	19.96	99.	35.93	17.27
GIRLS	111.	40.05	17.57	111.	39.85	19.29	111.	40.00	17.88
BOYS	105.	32.65	15.64	105.	26.36	16.69	105.	29.52	15.28
GRADE 8, TOTAL	321.	41.08	16.34	321.	34.46	19.89	321.	37.78	16.69
SES 1	147.	38.94	17.44	147.	31.69	18.30	147.	35.31	16.49
SES 2	174.	43.22	15.25	174.	37.22	21.47	174.	40.26	16.88
GIRLS	150.	43.55	16.75	150.	39.99	20.37	150.	41.77	17.27
BOYS	171.	38.61	15.94	171.	28.92	19.40	171.	33.80	16.10
TOTAL SES 1	399.	37.16	17.54	399.	32.89	17.27	399.	35.04	16.54
TOTAL SES 2	412.	39.89	16.17	412.	36.13	20.19	412.	38.02	17.24
TOTAL GIRLS	391.	41.83	17.68	391.	40.06	19.42	391.	40.96	17.76
TOTAL BOYS	420.	35.22	16.03	420.	28.97	18.04	420.	32.10	16.02
SIGNIFICANT EFFECTS		**SEX**			**SEX**			**SEX**	

GROUP REPORTED	PEER TO PEER NEGATIVE QUESTIONS 4,9,11,15,18			PEER TO TEACHER NEGATIVE QUESTIONS 8,12,16,19,21			TOTAL NEGATIVE QUESTIONS 4,8,9,11, 12,15,16,18,19,21		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	274.	27.39	19.05	274.	24.71	21.52	274.	26.03	19.69
SES 1	135.	30.47	20.53	135.	26.84	22.21	135.	28.65	20.85
SES 2	139.	24.32	17.58	139.	22.57	20.82	139.	23.41	18.53
GIRLS	130.	20.09	16.54	130.	17.98	19.09	130.	19.00	17.18
BOYS	144.	34.70	21.57	144.	31.43	23.95	144.	33.06	22.19
GRADE 6, TOTAL	216.	29.11	16.96	216.	32.26	22.61	216.	30.71	18.77
SES 1	117.	30.85	17.13	117.	33.88	21.64	117.	32.36	18.60
SES 2	99.	27.37	16.79	99.	30.64	23.57	99.	29.06	18.93
GIRLS	111.	21.84	15.80	111.	22.48	17.94	111.	22.24	16.02
BOYS	105.	36.38	18.13	105.	42.05	27.27	105.	39.18	21.51
GRADE 8, TOTAL	321.	22.73	14.65	321.	28.40	20.50	321.	25.56	16.87
SES 1	147.	24.91	15.77	147.	30.16	21.78	147.	27.50	18.16
SES 2	174.	20.55	13.52	174.	26.65	19.21	174.	23.61	15.58
GIRLS	150.	16.13	11.69	150.	20.50	16.64	150.	18.33	13.50
BOYS	171.	29.33	17.61	171.	36.31	24.35	171.	32.79	20.23
TOTAL SES 1	399.	28.75	17.81	399.	30.30	21.88	399.	29.51	19.20
TOTAL SES 2	412.	24.08	15.96	412.	26.62	21.20	412.	25.36	17.68
TOTAL GIRLS	391.	19.36	14.67	391.	20.32	17.89	391.	19.85	15.57
TOTAL BOYS	420.	33.47	19.10	420.	36.60	25.19	420.	35.01	21.31
SIGNIFICANT EFFECTS	**GRADE**	**SES**	**SEX**		**GRADE**	**SEX**	**GRADE**	**SEX**	

MEAN PEER NOMINATION INVENTORY RATINGS

FIGURE 1 - SEX

UNITED STATES WHITE

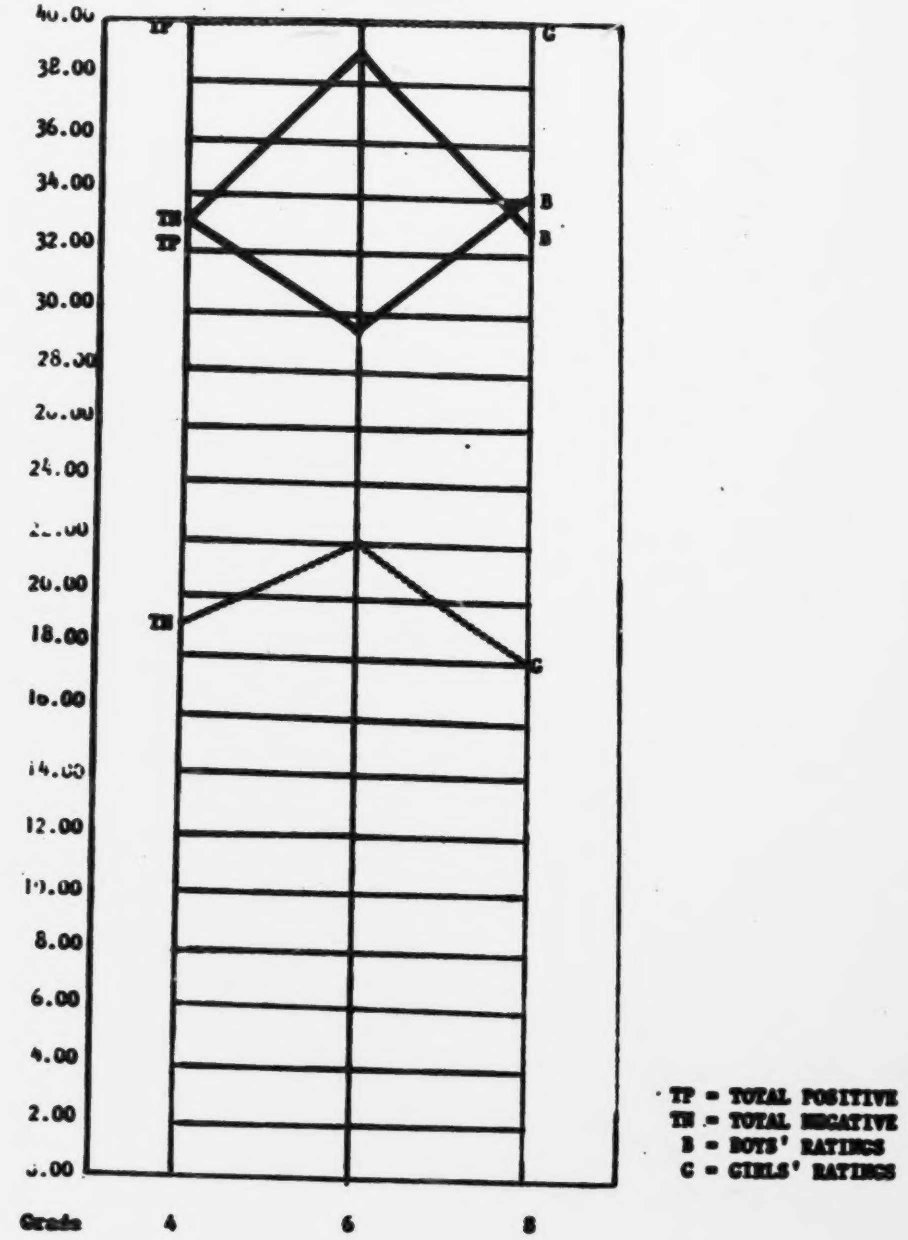

FIGURE 2 - SES

UNITED STATES WHITE

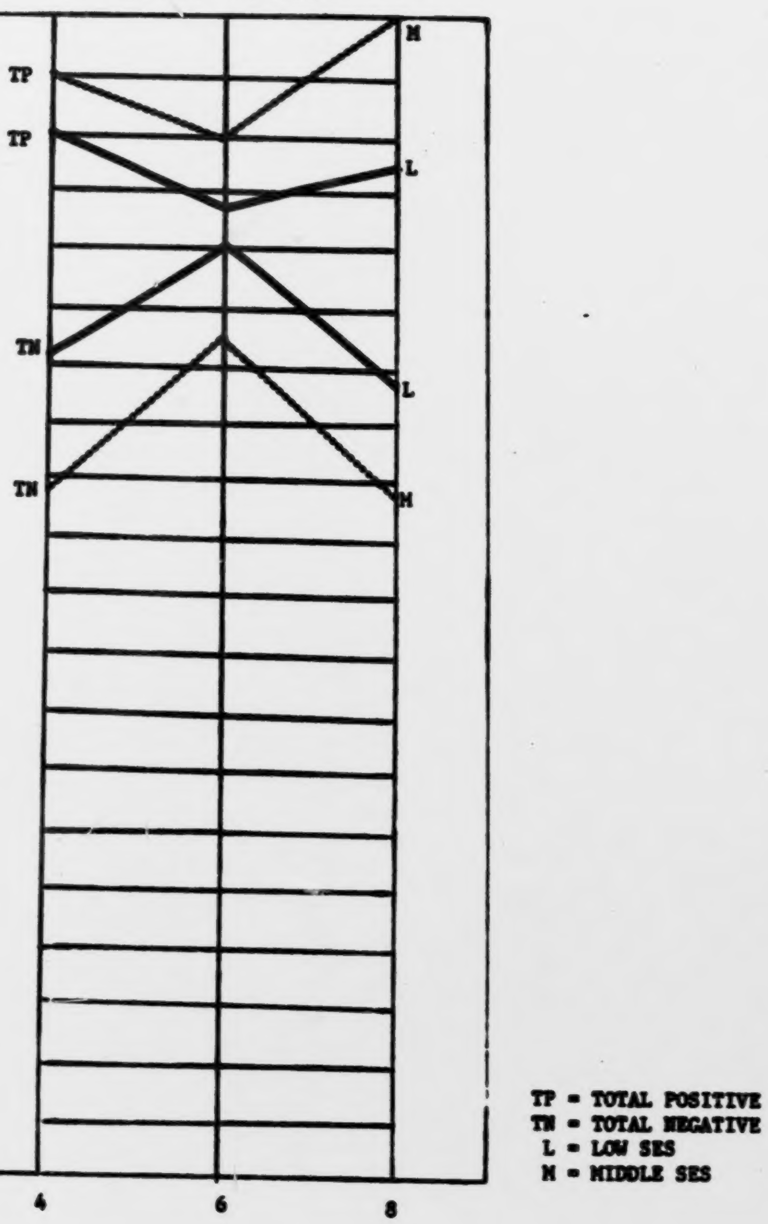

Table II

U.S. Whites

Correlation Coefficients Between Ratings of Positive Behavior by Grade, SES, Sex

		Total Positive				Peer to Teacher Positive			
	Sex	G		B		G		B	
	SES	Lo	Hi	Lo	Hi	Lo	Hi	Lo	Hi
PP+	4	.97	.96	.96	.96	.89	.87	.87	.87
	6	.97	.96	.95	.93	.90	.87	.76	.80
	8	.93	.89	.90	.88	.75	.71	.64	.66
PT+	4	.97	.97	.97	.97				
	6	.98	.97	.92	.96				
	8	.94	.95	.91	.93				

Table III

U.S. Whites

Correlation Coefficients Between Ratings of Negative Behavior by Grade, SES, Sex

		Total Negative				Peer to Teacher Negative			
	Sex	G		B		G		B	
	SES	Lo	Hi	Lo	Hi	Lo	Hi	Lo	Hi
PP-	4	.97	.95	.97	.97	.89	.84	.90	.89
	6	.97	.92	.93	.90	.87	.74	.81	.75
	8	.93	.93	.96	.93	.83	.79	.88	.81
PT-	4	.97	.97	.98	.97				
	6	.97	.95	.97	.96				
	8	.97	.96	.98	.97				

Table IV

U.S. Whites

Correlation Coefficients Between Ratings of Positive and Negative Behavior

		Peer to Peer Negative				Peer to Teacher Negative				Total Negative			
	Sex	Girls		Boys		Girls		Boys		Girls		Boys	
	Grade	SES 1	SES 2	SES 1	SES 2	SES 1	SES 2	SES 1	SES 2	SES 1	SES 2	SES 1	SES 2
Peer to Peer Positive	4	-.63	-.46	-.62	-.70	-.79	-.57	-.72	-.72	-.73	-.54	-.69	-.73
	6	-.63	-.61	-.65	-.51	-.73	-.72	-.69	-.65	-.70	-.72	-.71	-.64
	8	-.44	-.44	-.59	-.35	-.43	-.39	-.60	-.45	-.46	-.44	-.61	-.43
Peer to Teacher Positive	4	-.58	-.36	-.55	-.54	-.67	-.52	-.69	-.63	-.64	-.47	-.63	-.61
	6	-.55	-.59	-.56	-.50	-.72	-.76	-.78	-.72	-.66	-.73	-.72	-.67
	8	-.59	-.55	-.50	-.53	-.69	-.73	-.70	-.72	-.68	-.69	-.63	-.67
Total Positive	4	-.63	-.42	-.60	-.64	-.75	-.57	-.73	-.70	-.71	-.53	-.69	-.69
	6	-.60	-.62	-.65	-.53	-.74	-.77	-.78	-.73	-.70	-.75	-.76	-.70
	8	-.55	-.54	-.60	-.50	-.60	-.64	-.72	-.66	-.61	-.64	-.69	-.62

Table V

U.S. Whites

Correlation Coefficients Between PAR Status Indices and PNI Indices

PAR Aggressors Ratings

		Girls			Boys		
		AaC	CaC	CaC	AaC	CaA	CaC
PNI							
PP+	4	-.16	.19*	.15	-.01	.23*	.17*
	6	-.06	.09	-.06	-.13	.06	.02
	8	-.03	.06	-.03	-.08	.08	.10
PT+	4	-.14	.16	.08	.04	.16	.10
	6	-.05	.10	.01	-.07	.10	-.04
	8	-.12	.20*	-.00	-.15	.10	.14
PP-	4	.07	-.24*	-.12	-.06	-.18*	-.09
	6	.12	-.11	.10	-.04	-.10	-.13
	8	-.03	-.15	-.08	.08	-.07	-.07
PT-	4	.16	-.22*	-.13	-.00	-.23*	-.14
	6	.11	-.13	.05	.11	-.25*	-.17
	8	.10	-.24*	-.05	.14	-.13	-.12

*$p \leq .05$

Table V (Con't)

U.S. Whites

PAR Victims Ratings

		Girls			Boys		
		AaC	CaA	CaC	AaC	CaA	CaC
PNI							
PP+	4	-.02	-.07	-.11	.01	-.13	-.02
	6	-.04	-.16	-.03	-.03	-.01	-.06
	8	.07	-.15	-.13	.17*	-.15*	-.02
PT+	4	-.07	-.09	-.14	.02	-.05	.08
	6	.07	-.18	-.05	-.04	-.03	.05
	8	.13	-.16*	-.07	.14	-.13	-.05
PP-	4	.11	-.02	-.04	.07	.09	.03
	6	-.05	.14	.07	-.03	.04	-.05
	8	-.04	.06	-.02	-.08	.08	.06
PT-	4	.07	-.03	-.05	-.06	.07	.01
	6	-.10	.17	.02	-.09	.10	-.04
	8	-.10	.14	.03	-.07	.09	.06

*p ≤ .05

TABLE VI

U.S. Whites

Correlation Coefficients Between PAR Set Indices and PNI Indices

PAR Aggressors Ratings

Girls

PNI	Grade	TsC	PosC	PsC	PhC	CsC	ChC	CsP	CsPo	CsT
PP+	4	-.21*	-.27*	-.26*	.03	.07	.21*	.16	.18*	.19*
	6	-.21*	-.05	.11	-.04	-.07	-.05	.06	.03	.14
	8	-.08	-.06	-.16*	.09	-.09	.05	.07	.07	.01
PT+	4	-.21*	-.19*	-.19*	.01	.01	.16	.15	.14	.16
	6	-.24*	-.02	.11	-.02	-.00	.01	.07	.00	.18*
	8	-.14	-.09	-.15	-.03	.00	-.00	.18*	.16*	.22*
PP-	4	.19*	.22*	.21*	-.14	-.08	-.13	-.19*	-.24*	-.25*
	6	.17	.21*	.03	.03	.15	.01	-.10	-.07	-.13
	8	-.13	-.01	-.01	-.03	-.07	-.06	-.12	-.15	-.15
PT-	4	.24*	.25*	.25*	-.04	-.06	-.17*	-.17*	-.20*	-.27*
	6	.28*	.11	-.07	.06	.04	.04	-.10	-.04	-.17
	8	.06	-.00	.03	.12	-.06	-.03	-.22*	-.18*	-.25*

Boys

PNI	Grade	TsC	PosC	PsC	PhC	CsC	ChC	CsP	CsPo	CsT
PP+	4	-.05	.06	-.14	.09	.10	.19	.21*	.21*	.17*
	6	-.15	-.05	-.15	-.04	-.02	.05	.02	.06	.08
	8	-.11	-.15	-.04	.01	-.02	.17*	.03	.11	.10
PT+	4	-.03	.13	-.06	.09	.08	.09	.13	.18*	.10
	6	-.14	-.04	-.11	.01	-.02	-.04	.08	.06	.11
	8	-.17*	-.20*	-.10	-.03	.02	.21*	.06	.13	.10
PP-	4	.03	.01	.07	-.16	-.00	-.13	-.14	-.13	-.19*
	6	.07	-.06	.00	-.07	-.14	-.09	-.01	-.12	-.17
	8	.18*	.12	.06	-.04	-.01	-.10	-.05	-.09	-.05
PT-	4	.09	.04	.10	-.12	-.09	-.15	-.18*	-.15	-.24*
	6	.21*	.02	.12	.02	-.20*	-.09	-.19*	-.19*	-.26*
	8	.22*	.19*	.11	-.02	-.04	-.16*	-.11	-.16*	-.10

$^*p \leq .05$

Table VI (Con't)

U.S. Whites

PAR Victims Ratings

Girls

		TsC	PosC	PsC	PhC	CsC	ChC	CsP	CsPo	CsT
PNI										
PP+	4	.09	.10	-.08	-.06	-.16	-.03	-.07	-.03	-.08
	6	.09	-.02	-.10	-.02	-.19*	.14	-.12	-.12	-.23*
	8	.11	.17*	.06	-.02	-.06	-.15	-.11	-.17*	-.17*
PT-	4	.10	.05	-.13	-.10	-.17*	-.08	-.08	-.05	-.12
	6	.15	.07	.00	.07	-.19*	.10	-.17	-.14	-.22*
	8	.18*	.15	.14	.02	-.03	-.08	-.11	-.16*	-.18*
PP-	4	-.07	.00	.18*	.13	.04	-.11	.01	-.06	.01
	6	-.09	.02	-.05	-.04	.16	-.03	.10	.16	.16
	8	-.02	-.08	-.03	-.01	-.02	-.02	.05	.06	.07
PT-	4	-.09	-.03	.17*	.06	.01	-.10	-.01	-.09	.02
	6	-.22*	-.04	-.07	-.03	.11	-.07	.14	.16	.18
	8	-.10	-.09	-.06	-.07	.00	.05	.12	.11	.17*

Boys

		TsC	PosC	PsC	PhC	CsC	ChC	CsP	CsPo	CsT
PNI										
PP+	4	.02	-.04	.02	.03	-.02	-.02	-.11	-.12	-.13
	6	.03	-.08	-.07	.01	-.03	-.08	.02	.01	-.07
	8	.18*	.14	.12	.15*	-.03	.00	-.11	-.14	-.19*
PT+	4	.01	-.09	.04	.05	.04	.10	-.01	-.06	-.08
	6	.02	-.07	-.11	.02	.06	.03	.01	-.01	-.10
	8	.12	.09	.14	.12	-.04	-.05	-.10	-.13	-.13
PP-	4	.03	.05	.06	.06	.04	.02	.08	.08	.10
	6	-.01	-.03	.07	-.10	-.13	.04	-.01	.03	.12
	8	-.14	-.07	-.10	.01	.09	.01	.06	.13	.07
PT-	4	-.11	-.03	-.06	-.02	.00	.02	.06	.04	.09
	6	-.11	.01	.01	-.17	-.07	.00	.04	.11	.17
	8	-.09	-.08	-.08	-.01	.08	.02	.07	.12	.06

$^{*}p \leq .05$

Table VII

U.S. Whites

Correlation Coefficients Between PAR Sex Indices and PNI Indices

PAR Aggressors Ratings

		Girls				Boys			
		MaM	MaF	FaM	FaF	MaM	MaF	FaM	FaF
PNI									
PP+	4	-.02	-.11	.19*	.14	.17*	.15	.08	.16
	6	-.02	-.04	.04	-.04	-.06	.02	-.06	.02
	8	.02	-.03	.02	.06	-.01	.07	.07	.04
PT+	4	-.01	-.09	.15	.06	.15	.11	.08	.12
	6	.04	-.01	.06	.01	-.02	.09	-.05	-.04
	8	-.00	-.12	.14	.05	.02	.04	.08	.02
PP-	4	-.00	.05	-.33*	-.11	-.09	-.15	-.11	-.10
	6	.05	.07	-.02	.15	-.19*	-.12	.01	-.08
	8	-.08	.07	-.22*	-.14	-.02	-.03	-.10	-.02
PT-	4	.03	.08	-.25*	-.06	-.11	-.15	-.11	-.14
	6	-.00	.07	-.05	.07	-.18	-.20*	.00	-.04
	8	-.03	.16*	-.22*	-.11	-.04	-.05	-.15*	-.02

$^{*}p \leq .05$

Table VII (Con't)

U.S. Whites

PAR Victims Ratings

		Girls				Boys			
		MaM	MaF	FaM	FaF	MaM	MaF	FaM	FaF
PNI									
PP+	4	.01	-.05	-.16	-.10	-.04	-.08	-.03	-.01
	6	-.08	-.05	-.16	-.12	-.03	-.05	.05	-.12
	8	-.14	.05	-.12	-.15	.02	.01	-.00	.02
PT+	4	-.07	-.12	-.18*	-.13	.06	-.02	.03	.06
	6	-.05	-.04	-.15	-.07	-.02	-.02	.06	-.04
	8	-.14	.09	-.06	-.06	-.00	.01	-.06	.03
PP-	4	-.01	-.00	.12	.04	.08	.15	-.00	.02
	6	.06	-.01	.11	.14	-.06	.07	-.12	.01
	8	-.02	-.06	.07	.02	-.00	.02	.06	.05
PT-	4	-.06	-.03	.09	.02	.00	.10	-.05	-.06
	6	.02	.03	.14	.05	.03	.04	-.14	.02
	8	.04	-.07	.07	.06	.01	.01	.08	.02

* $p \leq .05$

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Black Sample

Positive Ratings

Total Positive Index

Age, sex, and socio-economic status significantly affected whether children were perceived by their peers as behaving in a positive or compliant way in the classroom. (See Table I, Figs. 1 and 2).

Children at grade 8 demonstrated more positive behavior than did children at grade 4. Since children are socialized to be agreeable and well-behaved in interaction with others, it is not surprising that more older than younger children exhibited good behavior. Children learn in their social experiences the value of showing respect and demonstrating reciprocity, i.e., building a network of mutually positive and cooperative relationships (Kohlberg, 1958).

Also girls, as seen by their classmates, exhibited more good behavior than boys. More girls demonstrated a conventional, conforming socially acceptable style in the classroom (Tuddenham, 1952). Their greater concern to sustain warm, affiliative interpersonal relations may reflect important differences in girl-boy socialization and sex role identification (Sears, 1961). While the cultural conditioning of girls emphasizes the pro-social component in human behavior, boys' experiences may teach a mixed set of values. Boys may be more ambivalent about adopting good behavior because to a certain extent they associate such behavior with a feminine orientation (Parsons, 1948). Evidently, although there is indication of a diminished emphasis in modern American society on certain sex-linked appropriate behaviors, the traditional norms that hold aggression and dominance more appropriate for males and passivity, nurturance, and affect more appropriate for females remained operative (Kagan, 1964; Parsons, 1948; Hartley, 1960).

Furthermore, high status children were better behaved than low status children. They were described by their peers as being more helpful, friendly, and generally more concerned with engendering positive communication. This class difference in children's behavior may reflect differential socialization patterns, high status parental styles attending more to pro-social and affiliative interpersonal values (Crandall, 1958). Also it may be a function of more general rearing differences, e.g., disciplining methods used by middle-class parents are more likely to produce compliant and socially approved behavior in children than are the disciplining methods used by lower class parents (Miller and Swanson, 1960; Elder, 1963; Crandall, 1953). By the same token, to the extent that classrooms were segregated by social class, the difference between high and low status children may reveal important differences in self-concept and self-esteem: high status more than low status children seeing themselves as "good."

Peer to Peer and Peer to Teacher Positive Indices

A. Age Differences

A significant age difference held only on the Peer to Peer, not on the Peer to Teacher, index. The Total Positive index masked this crucial distinction between the two classroom behaviors. (See Table I). With age there was a significant linear increase in the incidence of positive behavior toward classmates; older children were a good deal friendlier, amenable, helpful and just toward peers. Peer group interaction becomes more salient to children as they approach adolescence (Coleman, 1961; Kinch & Bowerman, 1951). With an increasing orientation toward contact with friends, children become more accepting of them, treat them more positively, and view them as an important source of aid, appraisal, and social support (Campbell, 1964).

B. Sex Differences

The significant sex difference found on the Total Positive index held for both Peer to Peer and Peer to Teacher indices. Girls, more often than boys, were seen as friendly, helpful and fair to other children.

C. SES Differences

In terms of socio-economic status, there was no variation from the Total Positive index. On both the Peer to Peer and the Peer to Teacher indices, high status children were seen as more compliant and helpful toward teachers and peers than low status children.

D. Correlations Among Total Positive, Peer to Peer Positive, and Peer to Teacher Positive Ratings.

Regardless of age, sex, or socio-economic status, the correlations between Total Positive and Peer to Peer Positive and between Total Positive and Peer to Teacher Positive were systematically and significantly high, ranging from .87 to .98. The correlations between Peer to Peer and Peer to Teacher--independent indices, although significant, were somewhat lower, ranging from .52 to .93. (See Table II).

With age, there was a decrease in the relationship between behaviors on all three indices. Older children tended to differentiate more in their behavioral patterns toward teachers and peers. Furthermore, there was slightly less correspondence between behavior for high status in comparison to low status children and for boys in comparison to girls, with the important reversal that the correlation for high status, grade 8 girls was substantially lower than for high status, grade 8 boys. Clearly, good children were generally good in their different role behaviors, although older and high status children, perhaps developmentally the most sophisticated, demonstrated more variable styles.

E. Summary and Discussion of Positive Ratings

Age was significant on the Total Positive and the Peer to Peer indices, but not on the Peer to Teacher index; older children were more friendly, helpful and fair with their classmates. There was a significant sex difference on all three positive indices: girls consistently behaved more agreeably. Socio-economic status was also significant on all three indices, with high SES children receiving more nominations for compliant behavior toward both teachers and classmates. All correlations were significant and positively related. Overall, children who acted in a positive and compliant way with their peers were the same children who behaved positively toward the teacher.

Negative Ratings

Total Negative Index

Age and sex, but not SES, were significant on the Total Negative index. (See Table I, Figs. 1 and 2). The age difference was curvilinear: from grades 4 to 6 there was a decrease in negative behavior; from grades 6 to 8 there was a slight increase, which did not reach the grade 4 level. Although there appeared to be at lower grades some movement toward compliance with the restrictive regulations governing behavior in a school setting, e.g., don't talk, don't fight, don't disobey, by grade 8 children were exhibiting some indication of increased aggressive, boisterous, autonomous activity.

Not surprisingly, boys, significantly more often than girls, were nominated for engaging in non-conforming, rebellious, anti-social behavior. Such negative behaviors are central to a boyish pattern (Kagan, 1964; Parsons, 1948). Whereas girls emerged as more conforming and pro-social, boys were more frequently aggressive and non-compliant in their classroom's orientations. Differences in sex role socialization undoubtedly accounted for these distinct styles. Parents, as the primary socializer, and society more generally allow boys in comparison to girls to "get away with" aggressive behavior (Sears, Maccoby & Levin, 1957); furthermore, to a great extent, it is encouraged (Kohn, 1959). Predictably, then, boys' behavior reflected these values which they have internalized as appropriate guidelines for male activity (Tryon, 1939).

Peer to Peer and Peer to Teacher Negative Indices

A. Age Differences

Parallel to the findings for Positive behavior, the Total Negative index masked salient differences in behavior toward peers and teachers. (See Table I). There was no change in non-compliant behavior toward teachers; disobeying and making fun of teachers were as frequent at grade 8 as at grade 4. On the Peer to Peer index, however, there was a significant linear decrease in negative behavior; older children were less likely to fight with or insult their classmates. As noted previously, with age the peer group increases in importance and influence. Concomitant with children's more positive feelings about friends and classmates and their moving toward greater peer affiliation was a decrease in negative, hostile expressions which tend to be interpersonally devisive and destructive.

The fact that there was no change as children matured in either positive or negative bahavior toward the teacher suggested that children's attitudes and feelings about the teacher authority figure were generally stable and crystallized earlier. They did not increase their cooperative or obliging behavior to please her, nor did they increase their aggressive or disobedient behavior to antagonize her. The recent overt and often extreme expressions in the school forum of children's hostility, rebellion, and frustration suggest, however, that the social system of the school may now be a more crucial area and the teacher a more provocative figure than at the time of this study.

B. Sex Differences

The significant sex difference found on the Total Negative index held for both the Peer to Peer and the Peer to Teacher negative indices. Non-compliant, aggressive behavior was significantly more frequent among boys than girls.

C. SES Differences

As on the Total Negative index, no variation by socio-economic status emerged on either the Peer to Peer or the Peer to Teacher indices. The fact that there was no difference on any of the negative indices supported the notion that low status children are no more aggressive than high status children (Levin & Sears, 1956).

D. Correlations Among Total Negative, Peer to Peer Negative, and Peer to Teacher Negative Ratings

Correlation coefficients between the negative indices were consistently significant and extremely high, ranging from .81 to .98. (See Table III). Interestingly, the developmental trend toward greater differentiation in behavior found on the positive correlations, i.e., grade 8 children had the lowest correlations, did not appear. Children who behaved aggressively and were uncooperative toward peers were the same children who were non-compliant and disobedient toward the teacher at all grade levels.

E. Summary and Discussion of Negative Ratings

Age was significant on the Total Negative and on the Peer to Peer Negative indices; for older children there was a decrease in the amount of aggressive and non-compliant behavior they directed toward their peers. Sex was significant on all three negative indices; boys exhibited more anti-social behavior toward both peers and teachers. Socio-economic status was not significant on any negative index. Correlations were significant and extremely high. Regardless of grade, sex, and SES, children who were negative to peers were likely to be negative to teachers.

Summary

A. Correlations Between the Positive and Negative Ratings

Negative correlations between ratings of positive and negative behavior for the U.S. blacks were high and, with one exception, were all significant ranging from -.25 to -.80. (See Table IV). Only the relationship between Peer to Peer Negative and Peer to Teacher Positive for grade 4, low status girls did not attain significance. Furthermore, older children, boys, and high status children tended to have slightly higher correlations. The age increase was most substantial; regardless of sex or SES older children judged by their peers as displaying non-compliant classroom behavior were less likely to be judged as displaying positive behavior.

The negative correlations between non-compliant behavior toward teachers and positive behavior toward both peers and teachers were stronger than the correlations between non-compliant behavior toward peers and positive behavior toward peers and teachers. In other words, children who acted aggressively toward children were more likely than children who acted aggressively toward the teacher to show some positive behavior either to the teacher or to other children. Also and perhaps more interesting, the correlations between the Peer to Teacher indices overall were stronger than those between the Peer to Peer indices. These patterns taken together suggested that subjective feelings were more crucial in children's assessments of peer to peer behavior than peer to teacher behavior. In evaluating peer to peer behavior children, not surprisingly, appeared to be slightly more influenced by friendship ties, cliques, and personal preferences; therefore, aside from children's assessments, indicating actual behavior, they also revealed children's evaluations of such behavior. It is more likely that children's behavior toward other children would be pointed out by some children as being well-behaved and good and by others as being aggressive and disagreeable than would their behavior toward teachers be assessed differentially. By the same token, as the correlations implied, it is also more likely that the same children would be friendly and positive toward some children, i.e., their friendship group, and be hostile and negative toward other children than that the same children would behave differentially toward the same teacher.

Overall, such considerations as the influence of friends and personal preferences was negligible; all children noted the behavior of their classmates consistently and predictably. Children who acted positively toward their peers were the same children who acted positively toward their teachers. Likewise, children who behaved negatively toward peers also behaved negatively toward teachers. Furthermore, children who exhibited negative, aggressive behaviors were not the same children who exhibited positive, compliant behaviors in the classroom.

B. Summary and Discussion of the Total PNI

Age significantly affected children's classroom behavior. (See Figs. 1 and 2). As they matured, helpful, cooperative, and compliant behavior toward their classmates increased and aggressive, disagreeable, and antagonistic behavior toward their classmates diminished. These patterns suggested the increasing importance of the peer group for older children. There was no age difference in children's behavior toward the teacher, though. By grade 4 these children had already crystallized their relationship with this authority figure.

On all indices, there was significant variation by sex. Both boys and girls acted, as might be expected, in ways defined as socially acceptable to their sex appropriate roles: girls were more helpful, cooperative, and obedient with classmates and teachers; boys were more aggressive, contentious, and non-compliant with classmates and teachers.

Significant socio-economic status differences emerged only on the positive indices. High status children were pointed out more frequently as demonstrating obliging, positive behavior to both peers and teachers. Pro-social values may be emphasized in high status more than low status homes. Consistent SES patterns, though, did not emerge for aggressive behaviors. Since research indicates that high status blacks differed from lower status blacks along many dimensions, e.g., need for achievement, level of aspiration, family relations, and child-rearing practices (Rosen, 1959; Boyd, 1952; Davis & Havighurst, 1946), it is interesting to note that SES differences appeared only on the positive indices.

Relationship Between PAR and PNI: Wrongness Judgements and Classroom Behavior

The PAR-PNI correlations articulated the relationship between children's perceptions of aggressor and victim wrongness and their actual aggressive or compliant behavior in the classroom. Classroom ratings by peers reflected their assessments of children's behavior to peers and teachers. These indices were correlated with the status, set, and sex PAR indices.

A. Status

Aggressor Ratings. Of the 72 product-moment correlations between attitudes toward aggressor wrongness on status and PNI indices, 25 reached a significance level of $p < .05$. There were 17 significant correlations for girls in comparison to eight significant correlations for boys. Also there were an equal number of significant relationships for compliant and non-compliant boys. Of the 17 significant correlations for girls, 12 were in the non-compliant group.

As might be expected, children demonstrating compliant behavior in the classroom tended to rate child aggressors as wrong (See Table V), adult aggressors as not very wrong; children demonstrating aggressive classroom behavior rated adult aggressors as wrong, child aggressors as not very wrong. Compliant cooperative children seemed to have internalized societal standards which generally reject aggressive behavior between peers (Minturn & Lambert, 1964). In addition, it may be that these children equated legitimacy with authority (Baldwin, 1955; Emmerich, 1961) and therefore rated an adult hitting or scolding a child as justifiable, i.e., not very wrong, but a child as very wrong in scolding an adult. They apparently accepted only the right of adults to punish, children having an obligation to accept adult power and authority. Misbehaving, rebellious children apparently were critical of such values and rejected the notion of adult legitimacy. Furthermore, they saw child aggressors as not very wrong, possibly revealing their strong identification with aggressive behavior directed at both peers and adults in the classroom as well as in other situations.

Significant correlations emerged more frequently on the child attack adult index than on the child attack child and adult attack child indices. In assessing the wrongness of aggressors, children identified more easily with other children. With child to child aggression in comparison to child-adult aggression, societal values about good behavior are more varied and ambiguous; therefore, children are not as likely to have a set of values and attitudes that as consistently differentiate the compliant from the non-compliant. For child aggression toward authority figures, conventional standards of appropriate behavior are more clearly defined (Bandura, 1960; Bandura & Walters, 1959; Berkowitz, 1962; Minturn & Lambert, 1964; Sears, Maccoby & Levin, 1957). There was a strong correlation between children's classroom behavior and their evaluations of child wrongness in aggressing adults.

With increasing age, for the well-behaved, agreeable girls there was a stronger relationship between attitudes and behavior. The significant correlations appeared at older age levels and on child attack adult and child attack child. For the non-compliant, disruptive girls, correlations were significant at all age levels for child attack adult and at grades 6 and 8 for child attack child. In addition on both of these indices correlations were stronger with increasing age. With age girls who were really compliant demonstrated the effectiveness of cultural socialization in their stronger rejection of child aggression. Also older, non-compliant girls who internalized a deviant set of values about interpersonal aggression became more positive about such modes of behavior. For adult-attack-child indices significant correlations were at grade 6 indicating no noticeable age pattern. Although, on this index, compliant and non-compliant children responded in predictable directions, the relationship between attitude and behavior, as evidenced by fewer--only two--significant correlations, was not as strong as on the other indices. Both findings taken together suggest that girls had discriminated in their assessments of adult wrongness less consistently and predictably than they had in assessments of child wrongness (Dubin & Dubin, 1963; Kohn & Fielder, 1961).

For well-behaved boys, three significant correlations appeared on child attack adult, one on adult attack child, and none on child attack child. For adult attack child the relationship between wrongness ratings and described behavior increased with age for boys nominated as compliant to both peers and teachers. Apparently older boys, like girls, had been successfully socialized to accept societal standards about the legitimacy of adult authority (Maccoby, 1961). For the other two indices, there was no distinct pattern for boys positively oriented to peers. But for children who behaved positively toward teachers, there was somewhat of a decrease with age in the magnitude of the correlations.

For non-compliant boys, all four significant correlations were at grade 4. Of the four, no significant correlations emerged for the adult attack child index, but two correlations reached significance on the child attack adult index and two on the child attack child index. This decrease with age was opposite to the trend emerging for girls, where relationships were strongest at the older age levels.

Fewer significant correlations for boys and their slight decrease with age suggest that boys may have experienced multiple pressures and value conflicts to which girls were not exposed (Gold, 1958; Hartley, 1959; Heilbrun, 1964; Minturn & Lambert, 1964). Even compliant boys seemed ambivalent in their acceptance of adult values and in their feelings about the appropriateness of aggressive activity possibly because they associated non-aggressive styles with feminine orientation (Hartley, 1959; Levin & Sears, 1956; Parsons, 1948).

Victim Ratings. Only 4 of the 72 product-moment correlations between victim ratings and PNI indices were significant, approximately the frequency one would expect to obtain by chance. The four significant correlations were equally divided between girls and boys and between the child attack adult and child attack child indices. (See Table V).

B. Set

Aggressor Ratings. Of the 216 set-PNI correlations, 58 were statistically significant. Generally the trends outlined for the status indices emerged again on the set indices. In parallel fashion, significant relationships emerged more frequently for child aggressor indices than for adult aggressor indices. (See Table VI).

For girls there were 41 significant correlations. Relationships for girls were more frequently significant than for boys and slightly more were significant for non-compliant girls in comparison to compliant girls. Generally age patterns did not differentiate by the role of the status figure. The age increase in the strength of the relationship between girls' classroom behavior and their attitudes toward aggression held on the set analysis.

For all girls, in evaluating the wrongness of children aggressing adults, more significant correlations emerged for child scold parent followed by child scold teacher than for child scold policeman. When the aggressor was an adult, significant relationships appeared most frequently for teacher scold child than for parent scold child and policeman scold child. Furthermore, no significant relationships emerged for parent hit child. A comparison of parent hitting and scolding indices and girls' classroom behavior revealed cogent differences. On the hitting index there was no variation by girls' behavior on their perception of parent wrongness; moreover, general patterns were unclear. Girls, even compliant girls, who are socialized to be more pro-social and more affiliative in their interpersonal orientation (Kagan & Moss, 1962; Kohn, 1959; Lansky, Crandall, Kagan & Baker, 1961; Sears, 1961) did not really accept hitting as a legitimate form of parental punishment. Apparently they were extremely ambivalent about its legitimacy, possibly because hitting behavior is conventionally considered culturally taboo (Lesser, 1959; Minturn & Lambert, 1964; Minturn & Lewis, 1968). For scolding, in three of the six correlations compliant girls evaluated parent scolding as acceptable; the other three correlations were also in the same direction. Although for non-compliant girls none of the correlations attained significance, children who exhibited non-compliant or anti-social behavior tended to assess parental aggression as very wrong.

A parallel comparison of the hitting and scolding indices for the equal dyads also revealed salient distinctions. For child hit child, seven significant correlations emerged in comparison to only three on child scold child. Moreover, on the hitting index there were clear patterns. Well-behaved, congenial girls increasingly with age saw child hitting as very wrong; aggressive, disruptive girls, again more strongly at older age levels, tended to perceive of child hitting as not very wrong. On scolding, the same pattern emerged for non-compliant girls, but for compliant girls the association between their perceived behavior and attitudes was more ambiguous. Clearly girls' evaluations of child hitting were more consistently and strongly associated with their overt behavior than were their assessments of child scolding activity. For peer to peer interaction scolding may be a more acceptable interpersonal aggressive expression and therefore was not seen as so clearly wrong as was hitting--a more extreme form of aggressive behavior.

As noted previously, boys showed fewer significant correlations than girls. Significant correlations for well-behaved boys emerged only on the unequal indices--adult attack child and child attack adult; for non-compliant boys significant correlations appeared only on the child aggressor indices, both toward peers and adults. As was the case for girls, more significant correlations appeared for child scold parent than for any other child aggressor index. Second in rank, however, was child scold police and then child scold teacher. Although the markedly lower frequency of significant correlations for boys makes interpretation highly speculative, this shift in the rank pattern may suggest a stronger identification with or concern for teacher on the part of girls and for policeman on the part of boys. Supporting this interpretation, for boys on the adult aggressor indices no significant correlations emerged for teacher scold child, while for girls there was a stronger association between behavior and teacher wrongness than between behavior and the wrongness of police and parent authority figures.

Correlations involving child aggression to adults and to status equals were significant only at grade 4. In comparing parent hitting and scolding no striking differences emerged as had for girls on these indices. The three significant correlations for parent hit and parent scold appeared for the well-behaved boys. Also, in comparison to girls, boys evidenced no difference in their attitudes toward child hitting and child scolding. On both indices two significant correlations emerged for non-compliant boys. The fact that there was little or no difference in boys' attitudes toward scolding and hitting may be due to boys, unlike girls, being socialized with a mixed set of values toward hitting and toward the cultural taboo against physical aggression.

Victim Ratings. Only 12 of 216 correlations emerged as significant on the victim ratings, about the same frequency as would be expected by chance. Although there were an equal number of significant correlations for girls and boys, significant correlations for girls appeared only in the non-compliant group. For boys, correlations were significant only for the well-behaved group and almost entirely on the adult victim relationships. (See Table VI).

C. Sex

Aggressor Ratings. Of the 96 product-moment correlations between sex and PNI indices, 20 were statistically significant. (See Table VII). There were 13 significant correlations for girls in comparison to only seven for boys. For both boys and girls more correlations were significant for the non-compliant groups. As in previous correlation analyses, the relationship between girls' perceived behavior and attitudes toward aggressor wrongness was strongest at grade 8. The opposite age relationship emerged for boys: 5 of 6 significant correlations were at grade 4. For both boys and girls no significant correlations emerged at all for the male-attack-female indices.

For the compliant girls, four correlations were significant: two for male attack male and two for female attack male. All four were at grade 8. On female attack male, compliant girls at all grade levels tended to see the female aggressor as wrong. This was not true for male attack male; they rejected male aggression only at grade 8. And in female attack female there was no clear pattern. Possibly, compliant girls were more concerned with the appropriateness of certain figures' aggressing than with the wrongness of aggression per se (Cohen, 1955; Graham, 1951). Clearly they saw a female attacking a male as very wrong, probably "unladylike" (Heilbrun, 1964, Kohn, 1959). Furthermore, as evidenced by no clear pattern or significant correlations on the male attack female index, compliant, sociable girls felt much more strongly about the wrongness of females aggressing males than they did about the wrongness of males aggressing females. Societal standards do not condemn a male figure aggressing a female. Within certain more traditional orientations such behavior may even be considered legitimate. The dominance of the matriarchy in black culture (Clark, 1967; Billingsly, 1968; Moynihan, 1965) may have inhibited well-behaved girls' total adoption of a positive posture toward male aggression (Moynihan, 1965).

Disruptive, non-compliant girls all strongly condoned female aggressors, particularly on the female attack male index where five of the six correlations were significant. Their attitude toward male aggression was more ambiguous. The only clear finding occured on the male attack male index at grade 8. Aggressive girls condoned male aggression. Although misbehaving girls generally accepted aggressive behavior, they were mixed in their attitudes about males aggressing females. In the case of aggression from another female directed at a female or at a male they seemed to identify with the aggressor and perceived of the aggression as acceptable. But in the case of male attack female, they seemed to identify with the victim and were not approving of aggression directed at them.

Only two correlations were significant for compliant boys: grade 4 boys rated female aggression against a male as wrong; grade 8 boys judged male against male aggression as not very wrong. Age trends indicated that compliant boys at grade 8 viewed male and female aggressors in cross and same sex aggression as less wrong than they did at grade 4. In comparison to grade 8 boys, compliant girls at grade 8 saw aggressors as much more wrong. These differential patterns may reflect differences in the socialization of boys and girls toward the acceptance of aggressive behavior (Hartley, 1960; Minturn & Lambert, 1964; Sears, 1961). Boys are more mixed about its possible values and legitimate purposes than are the more pro-socially oriented girls (Hartley, 1959; Heilbrun, 1964; Maccoby, 1961).

Almost without exception non-compliant or disruptive boys condoned aggressors. Significant correlations again were at grade 4. For non-compliant boys there were no significant correlations between behavior and the male attack female index, indicating that, although generally positive, they felt less strongly and consistently about the legitimacy of a man aggressing a woman.

Victim Ratings. Of the 96 correlations for the victim indices, only six were significant. (See Table VII). Although divided equally between the sexes, significant correlations appeared only for the compliant boys and only for the non-compliant girls. Significant relationships emerged for boys on male attack male and male attack female, for girls on female attack female and female attack male. Stronger attitude behavior relationships emerged for girls when they rated the wrongness of the victim of a female aggressor. For boys this occurred when they rated victim wrongness of a male aggressor. With one exception, though, all significant correlations emerged at grade 4. Younger compliant boys apparently saw both male and female victims of male aggression as wrong; in comparison, young non-compliant girls saw female and male victims of female aggression as wrong. These divergent patterns suggested that sex identification processes were operative (Campbell, 1937; Kagan, 1958; Lynn, 1964). Surprisingly, these effects appeared to be more dominant for younger children.

D. Summary

Overall the frequency of significant correlations was extremely low; therefore, the discussion and interpretation must be taken as exploratory and suggestive. Trends on the PAR-PNI correlations emerged almost exclusively between classroom behavior and attitudes toward aggressor wrongness. For the victim status and set indices there were not more significant correlations than would be expected by chance. Also significant correlations for girls were more frequent and of higher magnitude than for boys on the status, set, and sex analyses. Particularly for girls, more significant correlations emerged for aggressive than for compliant children. Age patterns for girls and boys were generally reversed. With few exceptions, relationships were significant for older girls and for younger boys.

Compliant children generally condemned child aggression and condoned adult aggression. Aggressive children demonstrated the opposite pattern: condoning child but condemning adult aggression. Internalizing adult values, well-behaved children were negative about aggressive behavior between peers and, in evaluating adult and child wrongness, they seemed to equate legitimacy with authority. On the status analysis the greatest frequency of correlations was on child attack adult. Not surprisingly, children's assessments of the wrongness of other children's behavior were more congruent with their own behavior, particularly in child attack adult when conventional standards of appropriateness are better defined.

The crucial finding on the set-PNI correlations for girls, though not for boys, related to the hitting and scolding indices. Well-behaved and aggressive boys may be more mixed about the value of aggression, therefore acting less consistently and predictably. For girls, consistent relationships emerged between perceived classroom behavior and attitudes toward parent scolding, but not hitting. Girls, even more compliant girls, may be more ambivalent about the legitimacy of physical punishment from parents. Generally the reverse pattern was noted for equal status dyads; there were strong correlations between classroom behavior and child hitting, but not scolding. Girls seemed more totally accepting of scolding on peer to peer interaction; therefore, there was less consistency between scolding and behavioral disposition.

A salient boy-girl difference emerged on the teacher figure. For girls, there were more significant correlations for teacher scold child than for any other aggressor authority figure. Also there were about as many significant correlations for child scold teacher (8) as for child scold parent (9), considerably more than on the child scold police index (4).

For boys, in comparison, there were no significant correlations on the teacher scold child index and fewer significant correlations on the child scold teacher than on the child scold parent and police indices. Greater consistency between attitudes and classroom behavior for girls may indicate a stronger identification for girls than boys with the teacher, i.e., generally the female authority figure. In comparison, boys seemed to demonstrate more consistent, predictable relationships between behavior and assessments of policemen, i.e., the male figure, further reinforcing the idea that identification and modeling processes were operative.

On the sex-PNI analysis significant relationships between attitudes toward aggression and classroom behavior emerged more frequently when the victim of the aggression was a male rather than a female and for girls especially on the female attack male index. As might be expected, compliant girls, reflecting traditional notions about female appropriate behavior, saw female aggressors as very wrong. Significant relationships emerged less frequently, and only for non-compliant children, when both aggressor and victim were female. Aggressive girls apparently identified with the aggressor and saw her consistently as much less wrong than did well-behaved girls who were more rejecting of female aggression. No significant relationships emerged at all when a male aggressed a female, not even for non-compliant boys. Although aggressive, uncooperative males consistently accepted males aggressing other males, the fact that there was no relationship between their behavior and attitude on the cross-sex index indicated that they were ambivalent about its legitimacy. There may be a general cultural taboo, regardless of behavior, against male aggression toward females.

Divergent patterns suggesting sex identification effects emerged on the victim sex indices. Compliant boys consistently saw female victims of male aggression as wrong. For non-compliant girls, a consistent relationship between behavior and attitudes toward female and male victims of female aggression appeared.

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TABLE I
SUMMARY MEANS AND STANDARD DEVIATIONS FOR PNI INDICES.

GROUP REPORTED	PEER TO PEER POSITIVE QUESTIONS 6,13,17,20			PEER TO TEACHER POSITIVE QUESTIONS 5,7,10,14			TOTAL POSITIVE QUESTIONS 5,6,7,10,13,14,17,20		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	238.	29.05	13.20	238.	27.88	12.43	238.	28.49	12.20
SES 1	149.	27.38	12.91	149.	25.49	11.61	149.	26.45	11.76
SES 2	89.	30.71	13.49	89.	30.27	13.24	89.	30.53	12.64
GIRLS	129.	34.37	15.15	129.	31.51	14.77	129.	32.97	14.37
BOYS	109.	23.73	11.25	109.	24.25	10.08	109.	24.01	10.03
GRADE 6, TOTAL	212.	33.13	13.59	212.	27.34	13.99	212.	30.29	13.26
SES 1	138.	31.36	14.12	138.	25.95	14.67	138.	28.70	13.83
SES 2	74.	34.91	13.06	74.	28.73	13.31	74.	31.88	12.68
GIRLS	107.	36.87	15.15	107.	32.82	16.17	107.	34.89	15.28
BOYS	105.	29.40	12.04	105.	21.86	11.82	105.	25.68	11.23
GRADE 8, TOTAL	204.	37.10	16.19	204.	29.35	15.38	204.	33.18	14.45
SES 1	138.	35.25	15.23	138.	28.71	14.95	138.	31.94	14.19
SES 2	66.	38.95	17.15	66.	29.99	15.81	66.	34.42	14.71
GIRLS	114.	40.55	16.46	114.	35.33	16.20	114.	37.88	14.85
BOYS	90.	33.64	15.92	90.	23.37	14.56	90.	28.47	14.05
TOTAL SES 1	425.	31.33	14.09	425.	26.72	13.74	425.	29.03	13.26
TOTAL SES 2	229.	34.86	14.57	229.	29.66	14.12	229.	32.27	13.34
TOTAL GIRLS	350.	37.26	15.59	350.	33.22	15.71	350.	35.25	14.84
TOTAL BOYS	304.	28.92	13.07	304.	23.16	12.15	304.	26.06	11.77
SIGNIFICANT EFFECTS	GRADE	SES	SEX	SES	SEX		GRADE	SES	SEX

GROUP REPORTED	PEER TO PEER NEGATIVE QUESTIONS 4,9,11,15,18			PEER TO TEACHER NEGATIVE QUESTIONS 8,12,16,19,21			TOTAL NEGATIVE QUESTIONS 4,8,9,11, 12,15,16,18,19,21		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
GRADE 4, TOTAL	238.	35.99	15.20	238.	31.69	18.22	238.	33.82	16.21
SES 1	149.	36.70	14.57	149.	32.16	17.19	149.	34.37	15.51
SES 2	89.	35.28	15.84	89.	31.21	19.25	89.	33.27	16.91
GIRLS	129.	28.20	13.86	129.	23.99	16.23	129.	26.06	14.56
BOYS	109.	43.78	16.54	109.	39.39	20.21	109.	41.58	17.86
GRADE 6, TOTAL	212.	29.10	16.10	212.	27.59	23.97	212.	28.33	19.36
SES 1	138.	29.86	16.60	138.	27.89	25.27	138.	28.86	20.38
SES 2	74.	28.34	15.61	74.	27.29	22.66	74.	27.81	18.35
GIRLS	107.	26.02	14.03	107.	21.61	21.47	107.	23.82	17.09
BOYS	105.	32.18	18.18	105.	33.57	26.47	105.	32.85	21.63
GRADE 8, TOTAL	204.	30.70	16.87	204.	32.04	23.60	204.	31.40	19.77
SES 1	138.	30.14	16.35	138.	30.37	22.63	138.	30.31	19.02
SES 2	66.	31.27	17.40	66.	33.71	24.56	66.	32.49	20.51
GIRLS	114.	26.98	17.11	114.	24.05	21.75	114.	25.55	18.99
BOYS	90.	34.42	16.63	90.	40.02	25.44	90.	37.25	20.54
TOTAL SES 1	425.	32.23	15.84	425.	30.14	21.70	425.	31.18	18.30
TOTAL SES 2	229.	31.63	16.28	229.	30.74	22.16	229.	31.19	18.59
TOTAL GIRLS	350.	27.07	15.00	350.	23.22	19.82	350.	25.14	16.88
TOTAL BOYS	304.	36.80	17.12	304.	37.66	24.04	304.	37.22	20.01
SIGNIFICANT EFFECTS		GRADE	SEX		SEX		GRADE	SEX	

MEAN PEER NOMINATION INVENTORY RATINGS

FIGURE 1 - SEX

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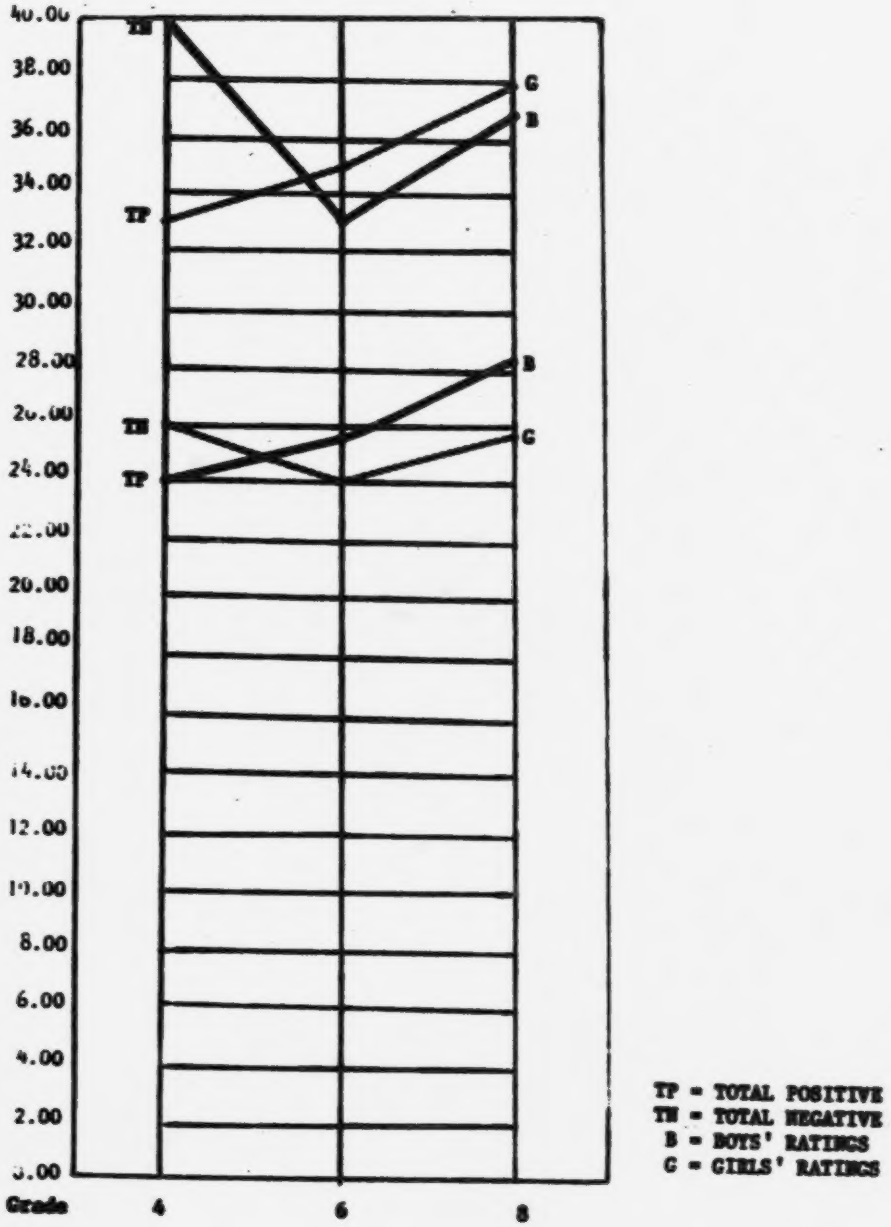

FIGURE 2 - SES

UNITED STATES BLACK

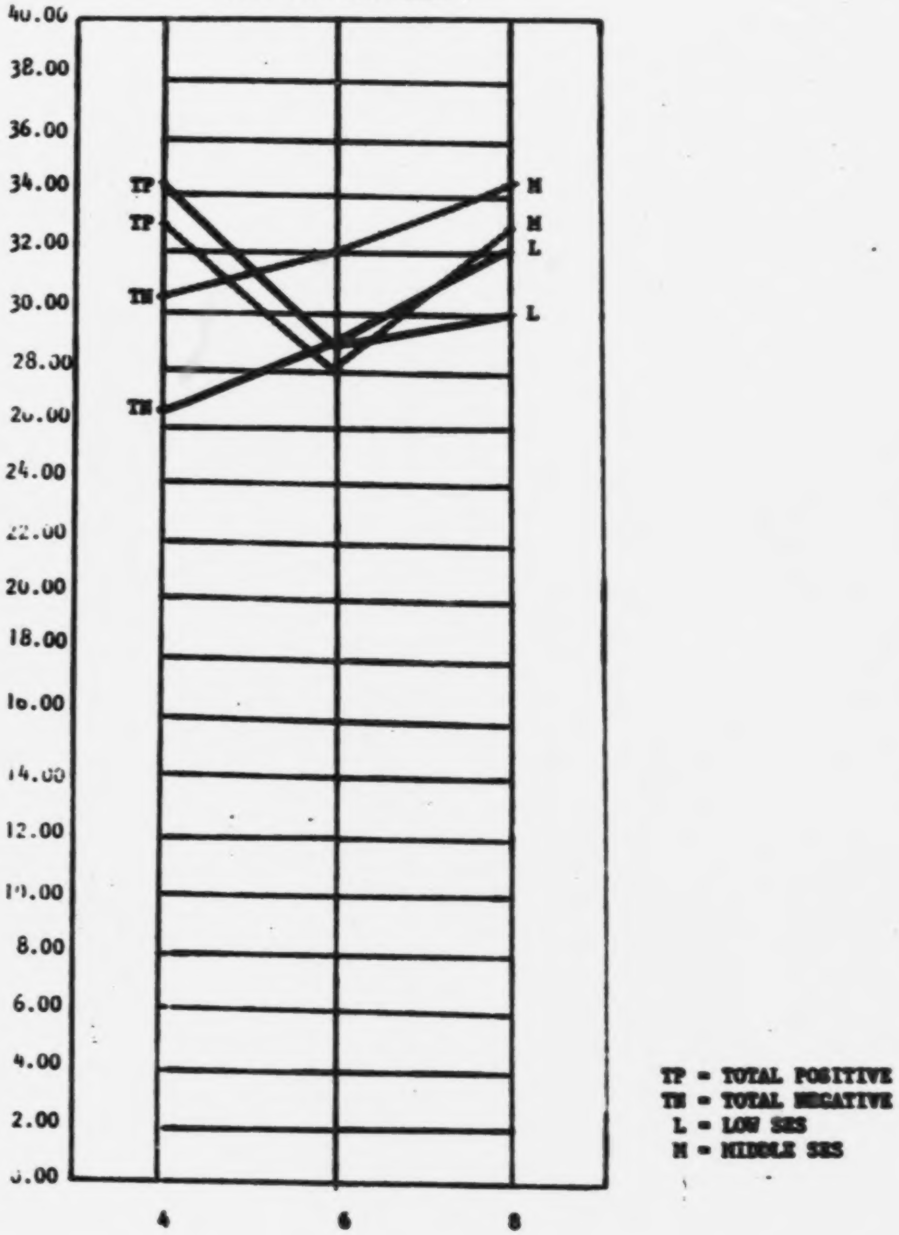

Table II

U.S. Blacks

Correlations Coefficients Between Ratings of Positive Behavior by Grade, SES, Sex

		Total Positive				Peer to Teacher Positive			
	Sex	G		B		G		B	
	SES	Lo	Hi	Lo	Hi	Lo	Hi	Lo	Hi
PP+	4	.96	.96	.96	.94	.85	.85	.80	.74
	6	.97	.98	.95	.93	.89	.93	.81	.72
	8	.95	.88	.93	.93	.81	.82	.73	.68
PT+	4	.96	.96	.94	.93				
	6	.97	.98	.95	.92				
	8	.95	.87	.93	.91				

Table III

U.S. Blacks

Correlation Coefficients Between Ratings of Negative Behavior by Grade, SES, Sex

		Total Negative				Peer to Teacher Negative			
	Sex	G		B		G		B	
	SES	Lo	Hi	Lo	Hi	Lo	Hi	Lo	Hi
PP-	4	.77	.95	.97	.96	.91	.84	.91	.87
	6	.96	.93	.96	.95	.89	.81	.89	.86
	8	.96	.98	.97	.95	.87	.93	.92	.88
PT-	4	.98	.97	.98	.97				
	6	.98	.97	.98	.98				
	8	.98	.98	.99	.98				

Table IV

U.S. Blacks

Correlation Coefficients Between Ratings of Positive and Negative Behavior

		Peer to Peer Negative				Peer to Teacher Negative				Total Negative			
	Sex	Girls		Boys		Girls		Boys		Girls		Boys	
	Grade	SES 1	SES 2	SES 1	SES 2	SES 1	SES 2	SES 1	SES 2	SES 1	SES 2	SES 1	SES 2
Peer to Peer Positive	4	-.31	-.43	-.53	-.57	-.45	-.62	-.62	-.72	-.40	-.56	-.59	-.67
	6	-.42	-.57	-.54	-.55	-.48	-.64	-.61	-.54	-.47	-.64	-.60	-.56
	8	-.65	-.63	-.65	-.65	-.75	-.65	-.75	-.64	-.73	-.65	-.72	-.66
Peer to Teacher Positive	4	-.16	-.41	-.40	-.41	-.37	-.59	-.50	-.59	-.28	-.53	-.47	-.52
	6	-.41	-.59	-.38	-.49	-.56	-.64	-.54	-.64	-.52	-.65	-.49	-.60
	8	-.58	-.55	-.61	-.61	-.74	-.68	-.67	-.80	-.70	-.63	-.66	-.75
Total Positive	4	-.25	-.44	-.49	-.53	-.43	-.64	-.60	-.70	-.36	-.56	-.56	-.64
	6	-.43	-.59	-.49	-.56	-.54	-.68	-.61	-.63	-.51	-.66	-.57	-.62
	8	-.65	-.67	-.68	-.68	-.78	-.76	-.77	-.78	-.75	-.73	-.75	-.77

Table V

U.S. Blacks

Correlations Coefficients Between PAR Status Indices and PNI Indices

PAR Aggressor Ratings

PNI		Girls			Boys		
		AaC	CaC	CaC	AaC	CaA	CaC
PP+	4	-.05	.12	.14	-.04	.21*	.15
	6	-.09	.13	-.06	-.13	.13	-.04
	8	-.12	.40*	.34*	-.18	.21*	.06
PT+	4	-.07	.04	.01	-.00	.20*	.11
	6	-.11	.22*	.04	-.05	.13	.01
	8	-.11	.33*	.23*	-.32*	.08	.05
PP-	4	-.02	-.19*	-.08	.02	-.29*	-.35*
	6	.22*	-.22*	-.20*	-.09	-.08	-.04
	8	.14	-.36*	-.28*	.02	-.14	-.14
PT-	4	.00	-.21*	-.14	.00	-.24*	-.26*
	6	.23*	-.33*	-.24*	-.04	-.15	-.07
	8	.14	-.46*	-.36*	.13	-.12	-.06

$^{*}p \leq .05$

Table V (Con't)

U.S. Blacks

PAR Victims Ratings

		Girls			Boys		
		AaC	CaA	CaC	AaC	CaA	CaC
PNI							
PP+	4	-.02	-.03	-.03	.03	.12	.11
	6	-.02	.01	.04	.06	.17	.08
	8	.09	.07	-.09	-.10	-.05	-.20
PT+	4	.08	.04	.02	.00	.18	.13
	6	-.02	.01	-.06	-.12	.25*	.06
	8	-.03	.18	-.06	-.11	.09	-.21*
PP-	4	.06	.17*	.23*	-.13	.06	.08
	6	-.06	.01	.11	.04	-.14	-.08
	8	-.11	-.03	.01	.01	-.09	.07
PT-	4	.01	.12	.16	-.06	-.05	.03
	6	-.01	.01	.17	.09	-.13	-.08
	8	-.05	-.06	.05	.03	-.13	.07

* $P \leq .05$

Table VI

U.S. Blacks

Correlation Coefficients Between PAR Set Indices and PNI Indices

PAR Aggressors Ratings

Girls

PNI		TsC	PosC	PsC	PhC	CsC	ChC	CsP	CsPo	CsT
PP+	4	-.04	-.07	-.18*	.09	.09	.16	.13	.07	.08
	6	-.23*	-.15	-.08	.05	-.20*	.11	.14	.02	.14
	8	-.10	-.09	-.21*	-.02	.26*	.36*	.36*	.37*	.36*
PT+	4	-.08	-.12	-.17*	.09	-.06	.09	.03	.07	.02
	6	-.28*	-.19*	-.13	.09	-.13	.21*	.23*	.08	.20*
	8	-.13	-.06	-.15	-.03	.14	.27*	.30*	.29*	.33*
PP-	4	-.03	.11	.01	-.10	-.02	-.12	-.23*	-.06	-.16
	6	.34*	.16	.10	.12	-.13	-.22*	-.22*	.00	-.26*
	8	.17	.04	.14	.10	-.15	-.34*	-.32*	-.36*	-.32*
PT-	4	-.01	.11	.04	-.08	-.09	-.15	-.19*	-.13	-.19*
	6	.45*	.21*	.13	.04	-.10	-.37*	-.34*	-.06	-.36*
	8	.21*	.05	.11	.10	-.25*	-.38*	-.41*	-.43*	-.41*

Boys

PNI		TsC	PosC	PsC	PhC	CsC	ChC	CsP	CsPo	CsT
PP+	4	-.18	-.06	-.15	.20*	.11	.16	.19*	.19*	.14
	6	-.00	-.25*	-.11	-.07	-.07	-.01	.13	.08	.13
	8	-.16	-.11	-.20	-.10	-.04	.12	.20	.16	.18
PT+	4	-.07	.08	-.15	.14	.14	.08	.24*	.13	.11
	6	.04	-.21*	-.04	-.00	.03	-.02	.18	.02	.10
	8	-.20	-.09	-.37*	-.25*	-.02	.10	.12	.03	.04
PP-	4	.03	.06	.08	-.08	-.33*	-.32*	-.27*	-.21*	-.25*
	6	-.07	.03	-.10	-.08	.01	-.08	-.06	-.07	-.09
	8	.00	-.01	.07	-.01	-.08	-.15	-.14	-.10	-.11
PT-	4	.05	.01	.10	-.13	-.25*	-.23*	-.25*	-.19*	-.16
	6	-.01	.10	-.08	-.06	-.03	-.09	-.12	-.13	-.15
	8	.08	.03	.18	.08	.03	-.12	-.13	-.07	-.09

$^*p \le .05$

Table VI (Con't)

U.S. Blacks

PAR Victims Ratings

Girls

		TsC	PosC	PsC	PhC	CsC	ChC	CsP	CsPo	CsT
PNI										
PP+	4	.02	-.01	.11	-.05	-.01	-.05	.01	-.09	-.02
	6	.09	.00	-.02	-.08	.04	.04	.01	.05	-.03
	8	.13	.05	.12	.03	.00	-.14	.06	.06	.07
PT+	4	.04	.05	.16	-.00	.09	-.06	.09	-.05	.05
	6	.12	.02	-.03	-.10	-.06	-.05	.02	.01	-.02
	8	.02	-.11	-.05	.02	-.04	-.07	.18	.17	.14
PP-	4	.07	.00	.06	.05	.19*	.23*	.13	.14	.21*
	6	-.15	-.06	-.05	.01	.11	.11	-.04	.02	.10
	8	-.20*	-.03	-.06	-.09	-.04	.06	-.02	-.06	-.01
PT-	4	.03	.00	.02	-.00	.13	.17*	.07	.13	.15
	6	-.20*	-.01	-.01	.09	.17	.15	-.03	-.00	.11
	8	-.14	.01	-.02	-.02	-.01	.11	-.05	-.09	-.03

Boys

		TsC	PosC	PsC	PhC	CsC	ChC	CsP	CsPo	CsT
PNI										
PP+	4	.07	.08	.02	-.03	.12	.08	.13	.06	.13
	6	.02	.19*	-.00	.04	.10	.04	.19*	.14	.12
	8	.01	-.10	-.16	-.05	-.17	-.20	-.05	-.05	-.02
PT+	4	.05	.02	.02	-.05	.13	.11	.14	.19*	.18
	6	-.15	.07	-.15	-.12	.07	.05	.23*	.26*	.21*
	8	-.03	-.12	-.18	-.03	-.20	-.19	.07	.06	.12
PP-	4	-.12	-.16	-.11	-.06	.06	.08	.12	.04	-.04
	6	-.05	-.05	.10	.05	-.06	-.09	-.14	-.13	-.13
	8	-.04	-.01	.09	-.03	.04	.10	-.01	-.15	-.14
PT-	4	-.08	-.11	-.05	-.01	-.00	.04	.01	-.05	-.12
	6	.02	-.05	.16	.07	-.08	-.07	-.12	-.13	-.10
	8	-.04	-.01	.14	-.02	.04	.10	-.07	-.15	-.17

$^*p \leq .05$

Table VII

U.S. Blacks

Correlation Coefficients Between PAR Sex Indices and PNI Indices

PAR Aggressors Ratings

		Girls				Boys			
		MaM	MaF	FaM	FaF	MaM	MaF	FaM	FaF
PNI									
PP+	4	-.02	-.01	.15	.07	.14	.03	.18	.15
	6	-.03	-.07	.08	-.07	-.03	-.17	.06	-.09
	8	.34*	.11	.33*	.17	-.09	-.02	.10	.04
PT+	4	-.08	-.07	.08	-.01	.15	.01	.21*	.10
	6	-.05	.02	.17	.01	-.02	-.07	.10	.02
	8	.24*	.09	.28*	.07	-.21*	-.08	-.10	-.09
PP-	4	-.07	.16	-.26*	-.15	-.27*	-.06	-.30*	-.19*
	6	.07	.07	-.17	-.11	-.13	-.04	-.11	-.02
	8	-.32*	.00	-.29*	-.19*	-.05	-.10	-.05	-.18
PP-	4	-.07	.14	-.30*	-.11	-.27*	-.06	-.30*	-.16
	6	.10	-.01	-.29*	-.17	.10	-.01	-.15	-.11
	8	-.40*	-.08	-.38*	-.22*	.05	.06	-.03	-.09

$^{*}p \leq .05$

Table VII (con't)

U.S. Blacks

PAR Victims Ratings

		Girls				Boys			
		MaM	MaF	FaM	FaF	MaM	MaF	FaM	FaF
PNI									
PP+	4	.01	.04	-.09	.01	.19*	.05	.06	.04
	6	-.04	-.01	.01	.07	.12	.22*	.10	.11
	8	.07	.01	-.06	.11	-.15	-.17	-.08	-.14
PT+	4	.07	.11	-.03	.09	.20*	.04	.05	.12
	6	-.07	-.05	-.07	.04	.08	.08	.11	.07
	8	.02	.01	-.03	.16	-.08	-.12	-.11	-.08
PP-	4	.13	-.05	.30*	.19*	-.08	.02	.08	.02
	6	-.02	-.09	.12	.07	-.15	-.06	-.06	.01
	8	-.04	-.06	.05	-.15	-.02	.06	.00	-.01
PT-	4	.09	-.09	.23*	.11	-.11	.00	.04	-.02
	6	.01	.04	.15	.10	-.13	-.03	-.02	.01
	8	-.01	-.02	.08	-.15	-.02	.02	.02	.00

*$p \leq .05$

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Cross-National Analysis of the Peer Nomination Inventory

by

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Positive Ratings

Total Positive Index

Table I shows that the two American samples have consistently high ratings, on the total positive index, while the Japanese sample has the fewest ratings. The Indian sample is also low in ratings of positive behavior, particularly in the fourth and sixth grades. The three European samples fall between the American and Asian populations. It is always difficult to interpret mean differences in cross-cultural data. They may indicate simply differences in response set or they may indicate valid differences in the behavior being measured.

A. Age Differences

The total positive ratings are remarkably unaffected by age. The only significant age difference apparent in any of the countries occurs for the U.S. Black sample where the eighth grade children received more positive ratings than children in the two lower grades. (See Table I).

B. Sex Differences

The total positive index is unaffected by sex except for the two American samples where girls receive more ratings for compliant behavior over-all than do boys. These findings strongly contradict the widely held stereotype that girls are generally more obedient and compliant than boys. This appears to be true only in the U.S. (See Table II).

C. Social Class Differences

The major sampling variable affecting the total positive index is social class. Middle class children receive significantly more positive nominations than lower class children in the three European samples, Denmark, Greece and Italy, and among U.S. Negroes. Middle class children are also rated as more compliant than lower class children among U.S. Whites, but the difference is not significant. In Japan the same direction of difference occurs but is minimal. The only exception to the direction of this social class trend occurs in India where middle class children are rated as less compliant than are lower class children. (See Table III).

It is clear, therefore, that social class differences are the major sampling variable affecting the total positive index, and that the direction of the difference is, with one exception, consistent.

Peer-to-Peer and Peer-to-Teacher Positive Indices

The relative position of national samples appearing for the total positive index are seen in both the peer-to-peer and peer-to-teacher ratings. Both the American samples are highest in their ratings of compliant behavior, the Japanese sample consistently low, and the Indian sample low, particularly in fourth and sixth grades, with the three European samples holding the intermediate positions. The single exception is that the sixth grade Greek children were rated as more compliant than sixth grade U.S. Black children. (See Table I).

A. Age Differences

The significant age difference observed for U.S. Black children in the total positive index appears for the peer-to-peer positive ratings, but is not significant for the peer-to-teacher positive ratings. The Indian sample also shows a significant linear age difference for the peer-to-peer positive ratings. For both the Black and Indian samples the eighth grade children are rated as more compliant than the children of the other two grades. The Greek children have significant curvlinear grade affects for the PP+ and PT+ ratings, although not for the total positive index. For both indices sixth grade children give the largest number of positive nominations. (See Table I).

B. Sex Differences

Both peer-to-peer and peer-to-teacher ratings reflect the sex differences seen in the total positive index for the American samples. Girls are rated as more compliant than boys for both American samples irrespective of whether the compliant behavior is directed toward peers or teachers. The only other significant difference for the compliant indices appears in Denmark where girls, again, are rated as having more positive behavior toward the teacher than boys. (See Table II).

C. Social Class Differences

The pattern of significant social class differences for the two compliant sub-indices is identical to that of the total positive index. Middle class children are rated as more compliant than lower class children in their behavior both toward peers and teachers in the three European countries and among U.S. Blacks. This same direction of mean differences is seen in these two indices for the U.S. White sample, but the differences are not significant. In Japan the means for both social classes are virtually identical for both peer-to-peer and peer-to-teacher compliant behavior, while in India lower class children are rated as more compliant than middle class children for both types of positive behavior. (See Table III).

Negative Ratings

Total Negative Index

The ranking of countries on the negative indices is the same as appeared on the positive indices. That is, the U.S. samples are high, the Japanese and Indian samples low, and the three European samples in the middle. This strongly suggests that these differences represent response set differences, rather than valid measurements of the overall amount of compliant or negative behavior appearing among children in these various countries.

A. Age Differences

The only significant linear grade affect for any of the countries appears in Italy where eighth grade children are rated as more negative in their behavior than the children in the other grades. Curvilinear grade affects appear in both of the American samples. In the White sample sixth grade children are rated as most negative whereas they are rated as least negative in the Black sample. (See Table I).

B. Sex Differences

Sex is the most powerful sampling variable influencing the negative indices. Boys receive significantly more negative nominations than do girls in all countries except India. In India boys are also judged to be more negative but the difference is not significant. Therefore, while the positive indices failed to confirm the stereotype that girls are more compliant than boys, the negative indices strongly confirm the stereotype that boys are more negative than girls. (See Table II).

C. Social Class Differences

No social class differences appear for the total negative index for any of the countries in the study. (See Table III).

Peer-to-Peer and Peer-to-Teacher Negative Indices

The overall rank ordering of the countries shown in the total negative index appears for both of the sub-indices. It is most obvious for the peer-to-peer negative index. (See Table I).

A. Age Differences

A curvilinear age difference appears in the U.S. White sample for both the PP- and PT- indices. Whereas the effect is significant only for the PP- index in the Black sample. The direction of the effect is the same as that observed for the total index. A significant linear age difference appears for the PT- index in Italy and Japan where eighth grade children give more negative nominations than younger children. (See Table I).

B. Sex Differences

Boys are rated as significantly more negative in their behavior than girls, irrespective of whether the behavior is directed toward peers or teachers, in five of the seven samples. (U.S. White, U.S. Black, Denmark, Greece, Japan). In Italy boys are judged to be significantly more negative than girls only in their peer-to-peer behavior, although the same direction of difference appears for peer-to-teacher behavior. In India the means for the two sexes are approximately the same for both of the negative sub-indices. However, boys receive slightly more negative nominations than girls for all three of the negative indices. The data of the two sub-indices, therefore, confirms the results of the total index. (See Table II).

C. Social Class Differences

Significant social class differences appear only for the U.S. White sample where lower class children are judged to be more negative in their peer-to-peer behavior than are middle class children.

These findings strongly disconfirm the general stereotype that lower class children are more negative in their behavior than are middle class children.

Summary

The positive and negative PNI indices are influenced by different sampling variables; social class is the most influential variable for the positive ratings while sex is the most influential variable affecting the negative ratings.

Girls are more obedient and cooperative than boys in the United States irrespective of race. However, this effect is not significant in any other country; it is apparently an American phenomena. Girls do, however, exhibit significantly less negative behavior, as judged by their peers in all countries except India. Therefore, while boys are not less obedient than girls, except in the United States, they are obstreperous in most countries.

The data show that middle class children are more compliant and cooperative in the classroom in all countries except India, irrespective of whether the behavior in question is in interaction with teachers or with peers. This social class difference appears to be a strong pan-cultural effect. On the other hand, no significant social class differences appear for any of the negative ratings. The results of social class are, therefore, opposite to the sex differences; whereas middle class children are not more negative in their behavior than are lower class children, they are generally more compliant.

Both positive and negative PNI ratings are generally unaffected by age. Apparently the amount of obedient and disruptive behavior displayed by children in the classroom remains relatively constant from the fourth through the eighth grades.

Table I

Cross National Age Means for Peer Nomination Indices

	Total Positive			Total Negative		
Grade	4	6	3	4	6	8
Japan	9.49	11.95	12.05	10.21	11.98	14.50
Italy	26.78	24.63	21.43	16.76	16.18	22.49*
India	14.35	16.21	23.92	10.06	8.92	10.80
Greece	24.52	30.70	20.34	19.51	22.07	16.16
Denmark	22.02	25.03	22.80	23.15	25.20	22.39
U.S. Black	28.48	30.28	33.18*	33.82	28.33	31.40*
U.S. White	37.04	34.76	37.78	26.03	31.71	25.56*

	Peer-to-Peer Positive			Peer-to-Peer Negative		
Grade	4	6	8	4	6	8
Japan	9.22	12.97	12.12	10.66	11.53	11.42
Italy	27.91	26.96	24.53	15.96	12.90	17.52
India	14.81	15.88	23.70*	9.07	8.52	9.40
Greece	24.00	30.19	21.39	17.85	19.99	11.89
Denmark	20.26	24.07	23.41	22.25	23.19	18.21
U.S. Black	29.05	33.13	37.10*	35.99	29.10	30.70
U.S. White	38.15	36.35	41.08	27.39	29.11	22.73

	Peer-to-Teacher Positive			Peer-to-Teacher Negative		
Grade	4	6	8	4	6	8
Japan	9.77	11.05	11.98	9.63	12.29	17.66
Italy	25.68	22.25	19.42	17.56	19.31	27.38
India	13.87	16.44	24.11	10.97	9.29	12.23
Greece	25.05	31.24	19.22	21.16	24.22	20.44
Denmark	23.80	25.99	22.17	24.06	27.15	26.40
U.S. Black	27.88	27.34	29.35	31.69	27.59	32.04
U.S. White	35.98	33.11	34.46	24.71	32.26	28.40

*$p < .05$

Table II

Cross National Sex Means for Peer Nomination Indices

	Total Positive		Total Negative	
Sex	Girls	Boys	Girls	Boys
Japan	11.44	10.89	9.05	15.40*
Italy	26.47	22.44	15.29	21.65*
India	18.27	18.05	9.58	10.28
Greece	26.58	23.79	16.35	22.15*
Denmark	24.83	21.74	19.10	28.06*
U.S. Black	35.25	26.06*	25.14	37.22*
U.S. White	40.96	32.10*	19.85	35.01*

	Peer-to-Peer Positive		Peer-to-Peer Negative	
Sex	Girls	Boys	Girls	Boys
Japan	11.09	11.78	8.24	14.17*
Italy	29.43	23.50	11.01	19.91*
India	18.14	18.13	8.52	9.47
Greece	26.18	24.20	13.47	19.69*
Denmark	22.92	22.24	16.30	26.14*
U.S. Black	37.26	28.92*	27.07	36.80*
U.S. White	41.83	35.22*	19.36	33.47*

	Peer-to-Teacher Positive		Peer-to-Teacher Negative	
Sex	Girls	Boys	Girls	Boys
Japan	11.78	10.08	9.80	16.59*
Italy	23.56	21.34	19.47	23.37
India	18.34	17.94	10.54	11.12
Greece	26.97	23.37	19.26	24.62*
Denmark	26.75	21.22*	21.82	29.92*
U.S. Black	33.22	23.16*	23.22	37.66*
U.S. White	40.06	28.97*	20.32	36.60*

$^{*}p < .05$

Table III

Cross National SES Means for Peer Nomination Indices

	Total Positive		Total Negative	
SES	Low	High	Low	High
Japan	10.80	11.53	13.48	10.97
Italy	20.23	28.67*	18.93	18.02
India	19.48	16.84	10.51	9.34
Greece	19.17	31.20*	18.60	19.89
Denmark	20.70	25.87*	24.10	23.06
U.S. Black	29.03	32.27*	31.18	31.19
U.S. White	35.04	38.02	29.51	25.36

	Peer-to-Peer Positive		Peer-to-Peer Negative	
SES	Low	High	Low	High
Japan	11.14	11.73	12.73	9.68
Italy	23.11	29.83*	16.34	14.59
India	20.11	16.16	9.62	8.37
Greece	18.96	31.43*	16.64	16.51
Denmark	20.00	25.16*	22.23	20.31
U.S. Black	31.33	34.86*	32.23	31.63
U.S. White	37.16	39.89	28.75	24.08*

	Peer-to-Teacher Positive		Peer-to-Teacher Negative	
SES	Low	High	Low	High
Japan	10.55	11.32	14.19	12.20
Italy	17.32	27.58*	21.45	20.39
India	18.80	17.48	11.40	10.26
Greece	19.38	30.95*	20.58	23.29
Denmark	21.37	26.60*	25.93	25.81
U.S. Black	26.72	29.66*	30.14	30.74
U.S. White	32.89	36.13	30.30	26.62

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*$p < .05$